

STP RESEARCH RESULTS

Student Transitions Project (STP):
Transitions of B.C. High School Graduates
into B.C. Public Post-Secondary Education

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Executive Summary

About this Research

This newsletter provides highlights of the latest research from the Student Transitions Project (STP), with a focus on the first transitions of B.C. grade 12 graduates into B.C. public post-secondary education.

The study was conducted by the Student Transitions Project (STP), a collaborative research partnership involving B.C.'s education and advanced education ministries and post-secondary institutions.

This report presents a series of research questions and answers, beginning here with brief responses to each question, followed by a more detailed explanation and visual analysis in the Research Results section of the report, beginning on [page 10](#).

Quick Facts

[Part 1: Student Transitions into Post-Secondary Education](#)

◆ [What are the transition rates of B.C. high school graduates into B.C. public post-secondary education?](#) The immediate-entry transition rate of 2018/2019 grade 12 graduates is currently 51.2% and these rates have consistently remained at 50% or higher since 2001/2002, but they have been declining steadily since 2008/2009. [\[Page 12\]](#)

◆ [Did the COVID-19 pandemic affect the immediate-entry transition rates of 2019/2020 “pandemic graduates”?](#) Overall, Fall transition rates for the 2019/2020 graduation cohort were not negatively affected, but selected sub-populations showed declining transition rates. [\[Page 13\]](#)

☑ [What does the student transitions matrix reveal about student transitions of different graduation cohorts?](#) The student transitions matrix shows the number of grade 12 graduates in each of the last ten graduation cohorts and their time of first entry into B.C. public post-secondary education. [\[Page 14\]](#)

☑ [What are the differences in student transition rates by student demographic characteristics?](#) Immediate-entry and delayed-entry transition rates vary across different student demographic characteristics; and trends are provided in a summary table. [\[Page 15-16\]](#)

About the STP

The Student Transitions Project is British Columbia's collaborative research project that measures student success from the K-12 to post-secondary systems.

This effective system-wide partnership, involving B.C.'s education and advanced education ministries and public post-secondary institutions, is tracking student success by reporting on student transition rates to post-secondary education, student mobility among post-secondary institutions, and post-secondary completion and retention rates.

STP is managed by a steering committee with representation from the two education ministries, public institutions and the B.C. Council on Admissions and Transfer (BCCAT).

Research Results Legend

The following symbols used throughout this newsletter indicate the significance of each of the research findings.

☑ Recurring Consistent Trend

◆ Significant Change

● Context or Information

STP Data and Methodology

Each year, for the purpose of tracking student transitions, student mobility and student success, the Student Transitions Project (STP) gathers post-secondary enrollment and credential completion data from the twenty-five B.C. public post-secondary institutions and links this data to secondary school enrollment information via encrypted personal education numbers (PENs).

The STP has continued to collect and combine this data from B.C.'s education systems every Fall since the project's inception in 2003, while ensuring the protection of student anonymity and privacy.

With each annual data submission, the STP dataset expands by one additional year, but with the benefit of each submission fully replacing and refreshing the previous multi-year submission with the most current and accurate information available.

The most recent STP data collection took place in the Fall of 2020, such that the STP now contains eighteen academic years* of data, including eighteen years of K-12 enrollment records (2001/2002 to 2018/2019) and eighteen full years of post-secondary data and (2002/2003 to 2019/2020), in addition to the most recent post-secondary enrollment term (Fall 2020).

** An academic year is September to August, including Fall, Spring and Summer terms, in that order.*

Part 2: Why are student transition rates declining?

◆ **Transition rates are declining. Is this trend widespread or concentrated within selected student sub-populations?**

Transition rates are declining in selected student sub-populations, including non-resident graduates, selected language groups, students with moderate AGPAs, and students from selected college regions. Declining transition rates are explored in more detail in the report. [\[Page 18\]](#)

◆ **How has a growing share of non-resident grade 12 graduates affected B.C.'s immediate-entry transition rates?** The relatively low and continually declining immediate - entry transition rates of a growing share of non-resident students over the last decade has contributed to the overall decline in the provincial average immediate-entry transition rate, from its high of 53.9% in 2008/2009, to its current level of 51.2%. Despite overall declines in the transition rate reported for all B.C. graduates combined, the immediate-entry transition rates of B.C. resident grade 12 graduates have remained relatively flat and above 53.0% over the last decade. [\[Page 19\]](#)

◆ **Who are the non-resident graduates from B.C. high schools and what are their transition rate trends, by language spoken at home?** Approximately half of B.C. non-resident grade 12 graduates primarily speak Chinese, Mandarin or Cantonese and this group has grown significantly over the last decade, while their transition rates have been declining. It appears that B.C. grade 12 graduates from China are contributing quite significantly to the downward trend in non-resident and overall student transition rates in B.C. [\[Page 20\]](#)

◆ **What are the differences in academic qualifications of resident and non-resident graduates, transitioners and non-transitioners?** On average, the iGPA scores of non-resident graduates is higher than the average for resident graduates (81.5 versus 79.8). Resident grade 12 graduates with relatively high iGPA scores tend to enrol immediately in B.C. public post-secondary education, but high iGPA non-resident students tend to delay their transition or do not enrol in B.C. [\[Page 22\]](#)

- ◆ **What are the differences in academic qualifications of resident and non-resident immediate-entrants, by institution destination?** Despite non-resident graduates achieving higher overall average iGPA scores at graduation than resident graduates (81.5 versus 79.8), non-resident entrants to each of the B.C. institution types have lower iGPA scores than resident entrants. [Page 23]
- ◆ **What are the differences in academic qualifications of resident and non-resident immediate-entrants, by program destination?** The average iGPA scores of resident students entering selected programs are at least one grade point higher than the average iGPAs of non-residents entering the same program. [Page 24]
- ◆ **Are resident and non-resident students more likely to enrol in some programs than others?** Resident students, rather than non-residents, are over-represented in Arts and Sciences programs and under-represented in all other programs, especially Developmental programs, in which non-resident students are three times more likely to enrol. Non-residents are over-represented in Business and Engineering programs [Page 25]
- ◆ **What are the differences in immediate-entry transition rates of resident and non-resident graduates, by college region?** Several B.C. college regions have a larger share of non-resident graduates than the 9% provincial average, including Camosun (16%), Capilano (15%), Douglas (14%), Vancouver Island (13%) and Vancouver/Langara (11%); and these proportionately larger shares of non-residents contribute to the lowering of the overall immediate-entry transition rate in these regions. [Page 26-29]
- ◆ **How do academic qualifications of students affect student transition rates?** Student academic qualifications affect the time of entry (immediate or delayed) for students who enrol in B.C. public post-secondary education. Immediate-entry students have higher iGPAs than the average iGPAs of all grade 12 graduates combined, whereas delayed-entry and non-transitioning students have lower than average iGPA scores. [Page 30]

Special Thanks

The STP would like to thank the Ministry of Education, the Ministry of Advanced Education and Skills Training and the B.C. public post-secondary institutions for collaborating in this research effort. Without their co-operation and data contributions, this research could not have been accomplished.

The following B.C. public post-secondary institutions are included in this study and grouped by institution designation in 2019/20:

Community Colleges – Camosun College, Coast Mountain College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Okanagan College, Selkirk College, Vancouver Community College.

Institutes – British Columbia Institute of Technology, Justice Institute of British Columbia, Nicola Valley Institute of Technology

** **Colleges and Institutes (CIN)** are frequently grouped together in this report.*

Teaching-Intensive Universities (TIUs) – Capilano University, Emily Carr University of Art + Design, Kwantlen Polytechnic University, Royal Roads University, Thompson Rivers University, Vancouver Island University, University of the Fraser Valley.

Research-Intensive Universities (RIUs) – Simon Fraser University, University of British Columbia (including University of British Columbia, Okanagan), University of Northern British Columbia, University of Victoria.

STP Steering Committee Members

Robert Adamoski, Chair, STP Steering Committee and Director, Admissions and Research, BCCAT.

Jan O'Brien, Associate Director, Integrated Planning and Effectiveness Thompson Rivers University.

Leila Hazemi, Director, Research and Analytics, Ministry of Advanced Education and Skills Training.

Nicole Gardner, Director, Outreach, Analytics and Reporting, Ministry of Education.

Tony Eder, Executive Director, Academic Resource Planning, University of Victoria.

◆ **What are the differences in iGPA distributions of immediate-entry students, by institution type entered?** Students entering RIU's have higher iGPA distributions than students entering other institution types. The differences in the grade distribution curves reflect differences in entrance requirements in different institution types.

[Page 31]

◆ **What are the differences in academic qualifications of immediate-entry students, by Fall program entered?** Differences in academic qualifications, by program, primarily reflect differences in entrance requirements and available spaces in high-demand programs. [Page 32]

● **How do academic qualifications of Aboriginal and Non-Aboriginal students affect their respective transition rates?** A comparison of the iGPA distributions shows that immediate-entry students have higher iGPA distribution curves than delayed or non-transitioners, for both Aboriginal and non-Aboriginal students. Among immediate-entry students, non-Aboriginal students have higher iGPA distributions than Aboriginal students. [Page 33]

Part 3: Long-Run Cumulative Student Transition Rates

☑ **What are the cumulative student transition rates, eighteen years after grade 12 graduation?** When delayed-entry students are accounted for, the cumulative transition rate of 2002/2003 B.C. grade 12 graduates enrolling in B.C. public post-secondary education by 2019/2020 is 80.1% after eighteen years (the longest time horizon currently available for the STP's first graduation cohort). [Page 35]

☑ **Are cumulative transition rates consistent over successive graduation cohorts?** Cumulative transition rates have been remarkably consistent over successive grade 12 graduation cohorts, but a gradual downward trend in cumulative transition rates is evident, starting in 2008/2009. [Page 36]

◆ **What is the difference in cumulative transition rates between high school moderate achievers and high achievers?** High achievers transition to B.C. public post-secondary education sooner than moderate achievers; and over the long run, high achievers attain higher transition rates than moderate achievers. Five years after graduation, the cumulative transition rate of moderate achievers (61% to 64%) eventually reaches the same level attained by high achievers immediately after graduation. [Page 37]

Part 4: Student Transitions within High School Regions

◆ Do B.C. high school graduates tend to enroll in the same B.C. region where they graduated from high school? The vast majority (87.3%) of all immediate-entry students who enrolled in B.C. public post-secondary education in 2019/2020 remained in the same region where they graduated from high school in the preceding year, down by roughly one percentage point from the previous year. [Page 39]

◆ What are the trends in regional mobility of B.C. high school graduates, from graduation region to Fall enrollment region? When comparing the 2019/2020 graduates to the year before, it is evident that the proportion of immediate-entry students who remained in their home region for post-secondary education declined by roughly one percentage point in each region. [Page 40]

◆ How do immediate-entry transition rates vary by region, school type and school district in B.C.? A table of immediate-entry transition rates is provided by region of graduation, school type (public or independent) and school district. Also included is the proportion of 2018/2019 immediate entry students from each school district who enrolled in an institution within the same region as their high school. [Page 41-43]



☑ Do post-secondary institutions primarily attract grade 12 immediate-entry students from within the same region? This question looks at the region of *origin* of post-secondary immediate-entrants, rather than the *destination* region of high school graduates. Most of the B.C. public post-secondary institutions attracted the majority (86%) of their Fall 2020 immediate-entry B.C. students from within the same B.C. region where students graduated from high school, but this varies by institution. [Page 44-45]

Part 5: Student Retention

◆ What is the first-year retention rate of Fall immediate-entry students in the B.C. public post-secondary system? The first-year retention rate of Fall immediate-entry students (79.2%) is the proportion grade 12 graduates who first enrolled in a B.C. public post-secondary institution in the Fall term and subsequently continued their education anywhere in the B.C. system in the next Fall term. [Page 47]



Part 6: Post-Secondary Enrollment Trends

◆ What are the trends in post-secondary enrollment in the B.C. public post-secondary system? Total headcount post-secondary enrollment in the B.C. public post-secondary system in 2019/2020 is currently 424,297, down 6.1% over the previous year when enrollments were 451,157. This enrollment drop, likely attributed to the effects of COVID-19, was more significant for some institutions and student sub-populations than other groups. For example, during the initial period of the pandemic, students who would normally enrol exclusively for continuing education or summer programming did not enrol this year, thus affecting total enrollments for the academic year. [Page 49]

◆ **What are the trends in post-secondary domestic and international enrollment in the B.C. public post-secondary system?**

Over the last decade, while total headcount enrollment dropped by 3.7% from 440,571, international enrollments have more than doubled, while domestic enrollment has declined by 15.8%. The ongoing growth in international students has allowed international students to increase from 7.0% of total headcount enrollment to 18.9% over the last ten years. [Page 50]

◆ **What are the trends in domestic and international students, by new versus continuing status?** The 3.1% growth in international students in 2019/2020 is primarily due to the continued and steady growth in continuing international students because new international students have been declining in the last few years, with a drop of 7.1% in 2019/2020. Over the last decade, domestic enrollments have been slowly declining, with a significant drop of 7.9% in the 2019/2020 academic year. This enrollment decline was primarily caused by the 15.0% drop in new domestic students. [Page 51]

◆ **What are the trends in international students, by country of origin?** Up until 2015/2016, most of the international enrollment growth in B.C. was driven by a significant proportion (30% to 40%) of international students coming from China. Over this same time period, India represented fewer than 10% of all post-secondary international enrollments, but explosive growth of international students from India began in 2014/2015, rapidly overtaking China in 2017/2018 to become the top source country of international students in B.C. [Page 52]

◆ **What are the trends in post-secondary headcount enrollments, by B.C. region and institution type?** With the exception of RIUs that showed a 1.1% enrollment increase, the total headcount enrollment in each of the institution types in B.C. declined in the last year, including -6.0% in TIUs, -10.0% in Institutes and -16.1% in Colleges. International headcount enrollments increased in all institution types and all regions, with the exception of Vancouver Island institutions (-4.0%) and B.C. Colleges (-1.7%) [Page 53]

Introduction

Overview

This newsletter provides highlights of the latest research from the Student Transitions Project (STP), with a focus on the first transitions of B.C. grade 12 graduates into B.C. public post-secondary education. This newsletter is also available to the public on the [STP website](http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project).¹



¹ Public STP website is located here: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

Context

Around the time of the STP's previous data collection (STP2019) in November and December of 2019, the world was alerted to the earliest cases of COVID-19 detected in Wuhan, China. Canada subsequently identified its first case of this respiratory illness in January, as this highly infectious disease, caused by the novel coronavirus, was quickly spreading around the world. By March 11, 2020, the World Health Organization (WHO) declared a pandemic, and within the span of a few days, B.C. public post-secondary institutions moved to online instruction and B.C. K-12 education began delivering remote instruction to their students after spring break; and schools were open for vulnerable students and children of essential service workers.

B.C.'s education institutions quickly adapted to the "new normal" to ensure the safety of students, teachers, faculty and staff, while every member of society in B.C. was encouraged to maintain their physical distance, stay home as much as possible, self-isolate if they feel ill, wash their hands frequently, and participate in work/education from home. In addition, the border between Canada and the USA was restricted to essential travel only, while airlines temporarily suspended international flights and drastically reduced domestic flights.

More than a year has now passed since the WHO declared the pandemic. Public health restrictions in B.C. and other Canadian provinces are slowly being relaxed, as increasing shares of the population are becoming vaccinated to protect themselves and others from the virus. In mid-June of 2021, vaccinations are well underway around the world, but roughly 80% of the global population remains completely unvaccinated and vulnerable². In addition, several countries continue to be overwhelmed with daily new COVID infections, especially new variants of the disease, and portions of the population are experiencing vaccine hesitancy, thus slowing the world's progress towards achieving herd immunity. Globally, we may be a long way from the end of this pandemic, although more locally, the future is much brighter with 66.9% of all British Columbians and 64.9% of all Canadians having received at least one dose of vaccine.

STP's annual data collection cycle does not align well with the timing of the pandemic, thus last year's STP2019 newsletter was based on pre-pandemic enrollment data, preventing any assessment of the impact of COVID-19 on post-secondary enrollments, student transitions and student mobility. This report, based on STP2020 information collected in the Fall of 2020, provides an early evaluation of the impact of the pandemic on student transition rates and post-secondary enrollments in B.C., but enrollment data beyond December 2020³ will not be available for reporting until STP2021 is assembled in Spring 2022.

This report identifies a post-secondary enrollment decline in the 2019/2020 academic year, but this did not affect every institution in every term of the academic year equally. Enrollments in continuing education and summer programming were affected during the early phase of the pandemic, from March/April through the summer of 2020. For some students, the summer term is the only time when they traditionally enrol in post-secondary education, thus the effect on total post-secondary enrollments was more significant during this phase of the pandemic.

² Canada and world percentage of total population vaccinated (at least one dose), CTV News, <https://www.ctvnews.ca/health/coronavirus/coronavirus-vaccination-tracker-how-many-people-in-canada-have-received-shots-1.5247509> (accessed June 15, 2021).

³ Although the Fall 2020 term includes post-secondary registrations through to December of 2020, the STP collects the Fall 2020 enrollment data from many institutions on October 31st, when most enrollment data is stable; however, some course registrations occur after this date and are excluded from the Fall 2020 enrollments this year, and will be included in next year's STP submission.

Research Results

Part 1: Student Transitions into Post-Secondary Education

◆ What are the transition rates of B.C. high school graduates into B.C. public post-secondary education?

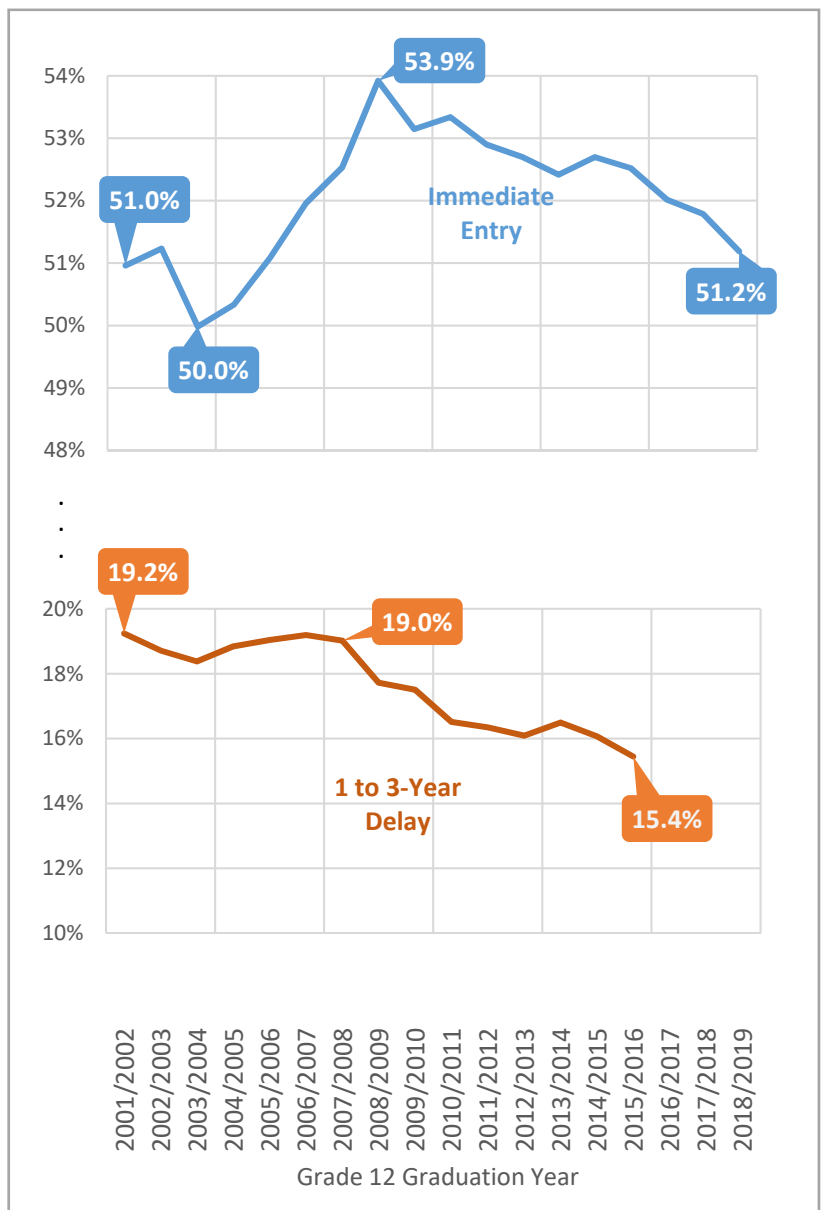
The Student Transitions Project measures the proportion of grade 12 graduates who enrolled in B.C. public post-secondary education after grade 12 graduation. Immediate-entry transition rates measure the share of a grade 12 graduation cohort who enrolled in post-secondary education within one year of grade 12 graduation, whereas delayed-entry rates measure the proportion who enrolled after more than a year.

Immediate-Entry: The immediate entry transition rate of 2018/2019 grade 12 graduates is currently 51.2%. See [Figure 1](#). Looking back at STP's first graduation cohort of 2001/2002 through to the most recent cohort of 2018/2019, we see that immediate entry transition rates are declining, although these rates have remained consistently above 50%, ranging from a low of 50.0% for the 2003/2004 grade 12 graduation cohort to a high of 53.9% for the 2008/2009 graduation cohort.

Delayed Entry: The proportion of 2015/2016 grade 12 graduates who delayed their transition into B.C. public post-secondary education for one, two or three years is 15.4%. This is significantly lower than the equivalent rate of 19.2% for the 2001/2002 graduation cohort from more than a decade earlier.

Declining Transition Rate Trends: Over the last decade, the immediate and delayed entry transition rates have dropped for each subsequent graduation cohort, with the exception of a small recovery for the 2014/2015 graduation cohort. The immediate and delayed entry transition rates are now 2.7 and 3.8 percentage points lower than the relatively high rates achieved earlier in the decade.

FIGURE 1: TRENDS IN IMMEDIATE ENTRY AND DELAYED ENTRY TRANSITION RATES OF B.C. GRADE 12 GRADUATES, 2001/2002 TO 2018/2019



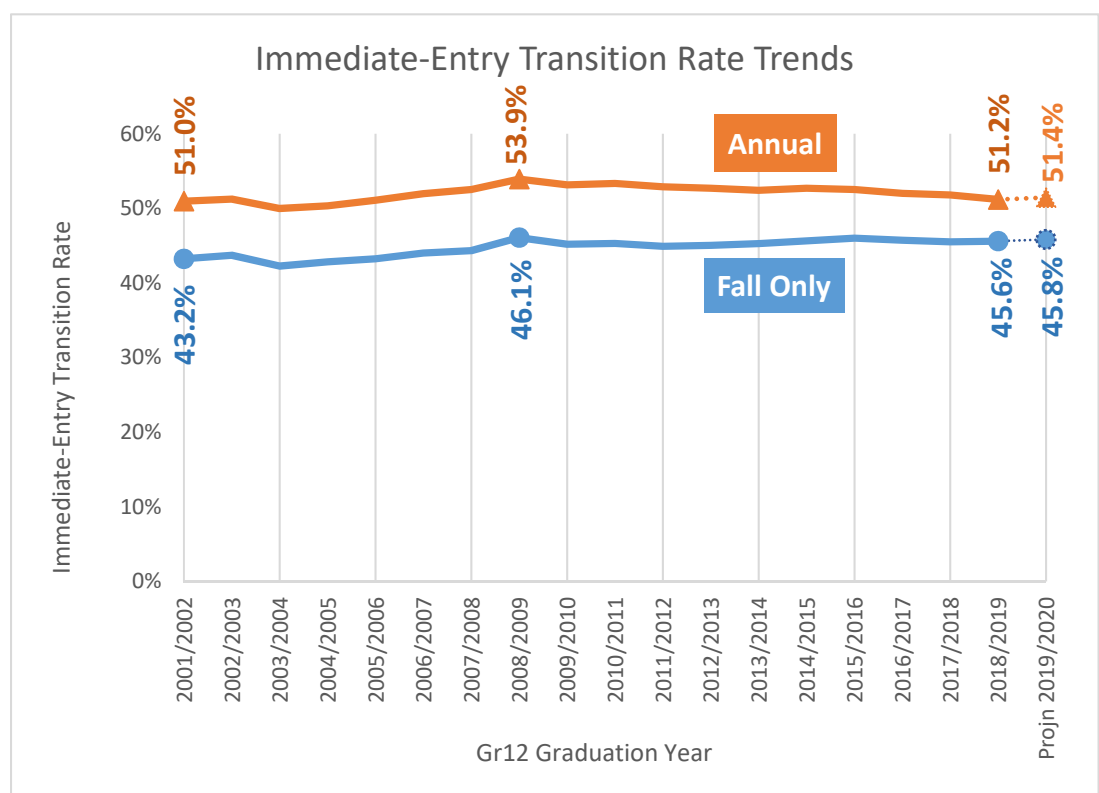
◆ Did the COVID-19 pandemic affect the immediate-entry transition rates of 2019/2020 “pandemic graduates”?

The World Health Organization declared the COVID-19 pandemic on March 11, 2020, so B.C. K-12 schools responded by switching to online delivery of education for the balance of the school year. As a result, students from the grade 12 graduation cohort of 2019/2020 primarily completed their high school education in June of 2020 through online delivery, rather than traditional classroom-based instruction. Although schools were open for vulnerable students and children of essential service workers, the majority of grade 12 graduates of the 2019/2020 academic year completed the remaining three months of the school year through online education. Did these events affect student transition rates for the 2019/2020 graduation cohort?

Annual immediate-entry transition rates are calculated over the full academic year to include students who first entered post-secondary education after grade 12 graduation in the Fall, Spring or Summer term; however, these annual rates cannot be calculated for the 2019/2020 pandemic graduates until next year, due to the timing of the STP data collection cycle. Although Spring and Summer post-secondary enrollment data for the 2020/2021 post-secondary academic year is not yet available, immediate-entry rates for the Fall term can be used to estimate annual transition rates for the 2019/2020 pandemic graduates.⁴ See [Figure 2](#).

The annual immediate entry transition rates are estimated from the Fall rates and historical trends to be 51.4% for the 2019/2020 graduates, thus the STP predicts a similar transition rate to the previous (pre-pandemic) graduation cohort of 2018/2019 (51.2%). This suggests that the annual transition rate of pandemic grads of 2019/2020 will not likely be negatively affected by the pandemic overall, but selected student sub-populations appear to be affected and will be examined later in this report.

FIGURE 2: TRENDS IN FALL AND ANNUAL IMMEDIATE ENTRY TRANSITION RATES (2001/2002 TO 2018/2019) TO PREDICT ANNUAL TRANSITION RATES OF 2019/2020 PANDEMIC GRADUATES



⁴ The Fall immediate-entry transition rate for 2019/2020 graduates has been adjusted upward from 44.9% to 45.8% to account for late Fall 2020 enrolments that are absent from the STP2020 submission.

✓ What does the student transitions matrix reveal about student transitions of different graduation cohorts?

The STP provides a student transitions matrix for different sub-populations of students and these are available on the public STP website¹ and the STP SharePoint site for authorized users. The matrix at the provincial level (see [Figure 3](#)) shows the number of grade 12 graduates in each of the last ten graduation cohorts and their time of first entry into the B.C. public post-secondary education system. A number of indicators and patterns are evident in the matrix:

- The figures in the main diagonal of the matrix show the relatively consistent and gradually declining **immediate entry** transition rate over the last decade.
- The additional diagonal cells to the right of the main diagonal show the **delayed entry** transition rates in subsequent years. The delayed entry rates are increasingly smaller as the number of years since graduation increases; and these rates are generally declining with each successive graduation cohort.
- The number and proportion of each graduation cohort that has not yet entered post-secondary education in B.C. is provided in the “**No Transition Yet**” column of the matrix.
- The **cumulative transition rate** provides the sum of all students from each cohort who have enrolled in post-secondary education up until present time.
- As the number of years since graduation increases for any given graduation cohort, the proportion of students who enroll in post-secondary education increases, while the proportion who have not yet transitioned to post-secondary education decreases.

FIGURE 3: STUDENT TRANSITION MATRIX – NUMBER OF STUDENT TRANSITIONS FROM GRADE 12 GRADUATION TO B.C. PUBLIC POST-SECONDARY EDUCATION IN EACH ACADEMIC YEAR

Grade 12 Grad Year		Post-Secondary School Year											Grand Total Gr12 Grads	Cumulative Transition Rate
		2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	No Transition Yet		
2009/2010	Count of HS Grads	24,425	4,875	2,013	1,158	824	689	494	341	309	202	10,628	45,958	(10 Years)
	% of HS Grad Class	53.1%	10.6%	4.4%	2.5%	1.8%	1.5%	1.1%	0.7%	0.7%	0.4%	23.1%	100.0%	76.9%
2010/2011	Count of HS Grads		24,302	4,650	1,800	1,073	847	580	443	367	259	11,240	45,561	(9 Years)
	% of HS Grad Class		53.3%	10.2%	4.0%	2.4%	1.9%	1.3%	1.0%	0.8%	0.6%	24.7%	100.0%	75.3%
2011/2012	Count of HS Grads			24,499	4,529	1,882	1,158	899	617	467	339	11,922	46,312	(8 Years)
	% of HS Grad Class			52.9%	9.8%	4.1%	2.5%	1.9%	1.3%	1.0%	0.7%	25.7%	100.0%	74.3%
2012/2013	Count of HS Grads				24,152	4,425	1,865	1,085	834	613	452	12,405	45,831	(7 Years)
	% of HS Grad Class				52.7%	9.7%	4.1%	2.4%	1.8%	1.3%	1.0%	27.1%	100.0%	72.9%
2013/2014	Count of HS Grads					23,432	4,530	1,797	1,047	772	545	12,582	44,705	(6 Years)
	% of HS Grad Class					52.4%	10.1%	4.0%	2.3%	1.7%	1.2%	28.1%	100.0%	71.9%
2014/2015	Count of HS Grads						23,135	4,275	1,730	1,049	682	13,031	43,902	(5 Years)
	% of HS Grad Class						52.7%	9.7%	3.9%	2.4%	1.6%	29.7%	100.0%	70.3%
2015/2016	Count of HS Grads							22,840	4,112	1,725	880	13,930	43,487	(4 Years)
	% of HS Grad Class							52.5%	9.5%	4.0%	2.0%	32.0%	100.0%	68.0%
2016/2017	Count of HS Grads								22,701	3,984	1,561	15,396	43,642	(3 Years)
	% of HS Grad Class								52.0%	9.1%	3.6%	35.3%	100.0%	64.7%
2017/2018	Count of HS Grads									23,065	3,877	17,596	44,538	(2 Years)
	% of HS Grad Class									51.8%	8.7%	39.5%	100.0%	60.5%
2018/2019	Count of HS Grads										22,686	21,633	44,319	(1 Year)
	% of HS Grad Class										51.2%	48.8%	100.0%	51.2%

✓ What are the differences in student transition rates by student demographic characteristics?

Each year, the STP provides information on student transition rates for a number of different student groups. Immediate-entry rates, cumulative transition rates after five and ten years, transition rates into Bachelor's degree programs, and the number of grade 12 graduates within each sub-population are provided. See [Figure 4](#).

FIGURE 4: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS FOR SELECTED B.C. HIGH SCHOOL GRADUATION COHORTS

Demographic Characteristic While in Secondary School	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2009/10 Grads)			2018/19 Immed Trans Rate to		2018/19 Gr12 Grads Distrib.	
	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
Gender:																	
* Female	55.3%	54.4%	54.2%	53.7%	53.5%	72.8%	71.9%	72.2%	71.8%	71.5%	54.8%	73.2%	77.6%	29.4%	24.1%	22,204	50.1%
Male	50.1%	50.6%	49.8%	49.8%	48.8%	70.6%	70.7%	69.0%	69.5%	69.1%	51.5%	71.5%	75.9%	22.7%	26.1%	22,115	49.9%
Age at Graduation:																	
* 17 and younger	54.8%	55.0%	54.4%	54.3%	53.9%	74.6%	73.7%	73.2%	73.3%	72.8%	55.4%	74.7%	79.0%	28.2%	25.7%	22,834	51.5%
18	51.7%	51.2%	50.7%	50.7%	49.7%	70.8%	70.0%	69.5%	69.3%	69.0%	52.3%	71.8%	76.5%	25.1%	24.6%	19,632	44.3%
19 and older	38.6%	38.0%	37.2%	35.3%	33.3%	53.9%	55.2%	54.5%	53.0%	56.1%	39.1%	56.8%	60.8%	9.9%	23.4%	1,845	4.2%
Overall Aboriginal Status*:																	
Aboriginal Student	38.7%	39.1%	40.0%	40.9%	40.7%	64.0%	64.1%	62.8%	63.2%	62.0%	40.7%	67.5%	73.7%	14.4%	26.3%	3,531	8.0%
* Non-Aboriginal Student	53.9%	53.7%	53.1%	52.7%	52.1%	72.4%	71.7%	71.2%	71.3%	71.0%	54.1%	72.8%	77.1%	27.1%	25.0%	40,788	92.0%
Language Programs (in Grad Year):																	
ESL in Grad Year	53.6%	48.3%	50.6%	49.4%	45.6%	71.5%	69.3%	69.0%	66.4%	67.3%	57.7%	73.2%	76.5%	11.6%	34.0%	800	1.8%
* French Immersion	64.4%	61.8%	64.2%	62.3%	64.8%	79.6%	81.5%	77.4%	78.4%	80.0%	62.9%	80.8%	84.7%	42.4%	22.4%	2,670	6.0%
Special Needs:																	
* Gifted	68.3%	69.9%	63.0%	65.5%	64.9%	80.9%	82.4%	80.7%	79.9%	80.0%	71.5%	83.5%	86.4%	51.9%	13.0%	570	1.3%
Other Special Needs	37.3%	39.9%	38.9%	39.4%	39.0%	62.5%	60.0%	59.0%	60.0%	59.4%	39.3%	61.0%	66.8%	10.0%	29.0%	40,010	90.3%
No Special Needs	53.7%	53.3%	53.0%	52.7%	52.1%	72.0%	71.6%	71.1%	71.2%	71.0%	53.4%	72.8%	77.2%	27.2%	24.9%	3,739	8.4%
All Graduates, by Primary Language Spoken at Home:																	
English	48.7%	48.4%	48.7%	48.6%	48.5%	70.1%	69.7%	68.8%	68.6%	68.7%	49.0%	71.0%	76.0%	24.6%	23.0%	30,301	68.4%
Non-English:	63.8%	63.2%	60.6%	58.7%	57.0%	77.5%	76.6%	75.7%	76.2%	74.8%	68.5%	78.0%	80.0%	29.4%	33.6%	14,018	31.6%
French	55.7%	49.1%	54.6%	51.2%	45.6%	68.3%	67.4%	70.8%	74.4%	72.7%	49.7%	70.8%	75.5%	27.0%	18.6%	259	0.6%
Chinese, Mandarin, Cantonese	60.6%	58.5%	53.8%	51.4%	48.4%	76.9%	75.6%	73.0%	72.7%	68.5%	73.0%	79.5%	81.0%	32.3%	16.1%	5,229	11.8%
Korean	48.4%	48.3%	48.3%	49.3%	49.7%	54.1%	53.3%	52.2%	54.3%	58.3%	45.1%	53.3%	56.3%	33.3%	16.4%	2,255	5.1%
* Punjabi	81.3%	84.0%	81.7%	83.1%	82.0%	91.9%	91.6%	90.7%	91.9%	91.5%	83.1%	92.1%	93.5%	32.8%	49.2%	900	2.0%
Tagalog (Philipino)	62.3%	61.3%	59.2%	57.4%	54.2%	82.3%	81.4%	83.9%	82.7%	81.1%	65.6%	84.0%	86.3%	15.3%	38.9%	956	2.2%
Other Lang. (not listed above)	62.0%	61.5%	61.4%	58.9%	57.2%	79.9%	77.5%	76.9%	76.9%	75.8%	66.2%	78.5%	80.8%	26.3%	30.9%	4,419	10.0%
B.C. Resident Status at Time of Gr12 Graduation ~ :																	
* Resident of B.C.	53.7%	53.9%	53.8%	53.9%	53.3%	72.8%	72.4%	72.1%	72.1%	72.0%	53.7%	73.5%	78.0%	27.3%	26.0%	40,193	90.7%
Non-Resident of B.C.	34.8%	33.3%	31.0%	30.0%	30.5%	40.4%	41.4%	40.3%	40.3%	42.4%	37.4%	42.8%	43.7%	14.5%	16.0%	4,118	9.3%
Non-Resident of B.C. at Time of Gr12 Graduation, by Primary Language Spoken at Home:																	
English	32.7%	31.6%	29.5%	25.9%	30.3%	38.2%	41.9%	37.7%	36.3%	39.2%	32.4%	37.9%	38.7%	15.2%	15.1%	848	1.9%
Non-English:	35.9%	34.2%	31.7%	31.3%	30.6%	41.6%	41.1%	42.2%	42.7%	44.1%	39.5%	44.8%	45.7%	14.3%	16.3%	3,270	7.4%
* Chinese, Mandarin, Cantonese	40.4%	37.5%	34.4%	32.8%	30.6%	55.3%	52.5%	52.5%	50.4%	50.4%	55.5%	63.8%	64.6%	17.4%	13.2%	2,027	4.6%
Korean	27.7%	30.8%	24.1%	28.4%	27.6%	31.1%	27.2%	25.7%	23.5%	30.7%	26.7%	30.2%	31.5%	11.2%	16.4%	286	0.6%
Japanese	13.0%	18.5%	17.7%	17.6%	18.9%	25.0%	27.1%	30.0%	25.3%	20.7%	24.4%	25.6%	25.6%	6.0%	12.9%	201	0.5%
Other Lang. (not listed above)	34.0%	29.6%	30.3%	32.4%	34.3%	36.8%	39.8%	37.1%	40.8%	40.7%	40.0%	43.5%	43.5%	9.6%	24.7%	764	1.7%
Total Non-Residents of B.C.	53.7%	53.9%	53.8%	53.9%	53.3%	72.8%	72.4%	72.1%	72.1%	72.0%	53.7%	73.5%	78.0%	27.3%	16.0%	40,193	9.3%
Secondary School Type:																	
* BC Public School	53.5%	53.1%	52.6%	52.6%	52.3%	72.4%	71.8%	71.5%	71.5%	71.4%	53.6%	73.1%	77.5%	26.0%	26.3%	38,632	87.2%
BC Independent School	46.3%	47.9%	47.3%	45.7%	43.7%	65.0%	65.1%	62.6%	63.1%	61.6%	49.3%	66.8%	71.8%	26.5%	17.2%	5,687	12.8%
Grand Total for All BC12 Graduates	52.7%	52.5%	52.0%	51.8%	51.2%	71.8%	71.2%	70.7%	70.5%	70.3%	53.1%	72.4%	76.8%	26.1%	25.1%	44,319	100.0%
Total Number of BC12 Graduates	43,902	43,487	43,642	44,538	44,319	45,561	46,312	45,831	44,705	43,902	45,958	45,958	45,958	44,319	44,319	44,319	44,319

Figure 4 continues on the next page.

FIGURE 4, CONT.: STUDENT TRANSITION RATES, BY STUDENT DEMOGRAPHIC CHARACTERISTICS FOR SELECTED B.C. HIGH SCHOOL GRADUATION COHORTS

Demographic Characteristic	Immediate-Entry Transition Rate					5-Yr Cumulative Transition Rate					Cum. Trans Rates Over Time (2009/10 Grads)			2018/19 Immed Trans Rate to		2018/19 Gr12 Grads Distrib.	
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015*	Immed Entry	5-Yr Cum	10-Yr Cum	Bach Deg^	Other	Count	% of Total
College Region of Secondary School																	
Camosun	47.5%	47.8%	44.3%	45.2%	43.9%	68.7%	69.8%	69.0%	69.9%	68.2%	45.9%	69.5%	74.1%	22.3%	21.6%	3,393	7.7%
Capilano	46.5%	46.0%	45.5%	43.6%	46.6%	67.5%	67.9%	64.7%	66.4%	64.1%	52.1%	70.9%	76.2%	30.7%	15.9%	2,983	6.7%
Coast Mountain	47.9%	44.9%	46.7%	43.1%	45.7%	73.3%	73.2%	74.0%	71.7%	72.1%	51.2%	74.7%	79.2%	18.2%	27.5%	588	1.3%
Douglas	57.7%	57.4%	56.5%	56.0%	56.5%	76.5%	74.3%	74.0%	74.2%	73.4%	59.3%	76.0%	79.4%	29.4%	27.1%	6,558	14.8%
Fraser Valley	46.3%	47.1%	45.3%	48.7%	49.0%	63.5%	62.5%	64.0%	63.1%	64.7%	43.6%	65.1%	70.4%	25.2%	23.8%	3,022	6.8%
* Kwantlen	59.9%	60.6%	60.4%	59.0%	58.5%	76.2%	75.8%	75.0%	74.3%	75.4%	60.6%	76.4%	80.2%	28.0%	30.5%	10,795	24.4%
New Caledonia	45.6%	46.9%	45.8%	44.8%	44.5%	68.4%	70.1%	68.3%	66.7%	68.1%	49.5%	71.4%	76.3%	21.0%	23.5%	1,241	2.8%
North Island	45.9%	46.8%	45.7%	44.8%	46.2%	73.4%	68.8%	70.8%	73.7%	69.0%	49.6%	73.4%	79.3%	15.1%	31.1%	1,215	2.7%
Northern Lights	37.3%	30.8%	29.4%	32.5%	32.1%	60.0%	57.4%	56.4%	52.7%	56.8%	36.0%	60.8%	66.0%	9.9%	22.2%	598	1.3%
Okanagan	46.2%	46.6%	48.1%	48.6%	45.9%	67.9%	67.1%	68.1%	67.6%	68.4%	43.5%	68.0%	73.7%	22.2%	23.7%	3,687	8.3%
Rockies	37.7%	31.0%	37.1%	33.7%	33.5%	60.2%	60.0%	60.1%	59.2%	59.1%	35.5%	61.7%	69.2%	5.9%	27.6%	642	1.4%
Selkirk	53.5%	51.4%	52.0%	48.5%	48.7%	77.1%	73.2%	75.4%	72.5%	75.8%	48.4%	72.5%	79.0%	11.0%	37.7%	598	1.3%
Thompson Rivers	44.4%	44.0%	43.5%	48.0%	43.2%	65.6%	66.8%	62.2%	65.4%	65.2%	46.7%	68.0%	73.9%	27.8%	15.4%	1,531	3.5%
Vancouver/Langara	60.0%	59.7%	58.6%	56.7%	54.2%	76.4%	76.7%	74.4%	75.7%	73.0%	64.1%	77.6%	80.9%	31.4%	22.8%	5,332	12.0%
Vancouver Island	47.3%	44.1%	44.2%	47.3%	46.0%	65.9%	65.5%	66.5%	65.5%	65.8%	45.0%	68.6%	72.8%	25.3%	20.7%	2,136	4.8%
Secondary School Academic GPA:																	
No Academic GPA	41.0%	40.9%	40.7%	41.2%	35.5%	62.0%	62.4%	62.8%	62.8%	63.5%	37.9%	63.1%	68.9%	6.7%	28.8%	17,598	39.7%
50.0% - 64.9%	55.3%	55.9%	56.2%	57.6%	47.5%	77.6%	80.4%	76.7%	76.4%	78.5%	58.5%	79.0%	82.7%	5.3%	42.2%	1,033	2.3%
65.0% - 74.9%	64.2%	62.7%	62.9%	60.9%	55.6%	83.3%	83.4%	82.8%	82.6%	81.9%	66.1%	84.7%	87.3%	12.5%	43.1%	3,864	8.7%
Moderate Achievers (GPA < 75%)	62.6%	61.4%	61.6%	60.2%	53.9%	82.1%	82.8%	81.7%	81.4%	81.3%	64.5%	83.4%	86.2%	11.0%	42.9%	4,897	11.0%
* 75.0% - 79.9%	68.1%	67.4%	66.3%	64.8%	61.5%	84.5%	83.4%	82.1%	82.3%	82.7%	69.8%	85.3%	88.1%	26.5%	35.0%	3,571	8.1%
80.0% - 84.9%	68.3%	65.9%	66.5%	64.7%	64.2%	83.0%	81.5%	81.4%	81.5%	80.3%	72.1%	84.0%	86.4%	38.1%	26.1%	4,583	10.3%
85.0% - 89.9%	66.6%	65.5%	65.0%	64.7%	64.1%	79.4%	79.0%	77.0%	77.5%	77.3%	69.1%	80.2%	83.4%	48.3%	15.8%	5,906	13.3%
90.0% - 94.9%	62.9%	63.6%	61.0%	60.3%	63.0%	74.7%	73.8%	71.9%	74.1%	70.8%	67.3%	76.0%	79.6%	54.5%	8.5%	5,524	12.5%
95.0% - 100.0%	59.7%	62.3%	60.6%	56.9%	62.4%	72.3%	71.3%	69.3%	70.4%	68.1%	67.2%	74.4%	79.3%	57.3%	5.1%	2,240	5.1%
High Achievers (GPA 75 - 100%)	65.9%	65.2%	64.2%	62.8%	63.2%	80.0%	78.9%	77.6%	78.1%	76.9%	69.6%	81.2%	84.4%	45.1%	18.1%	21,824	49.2%
Secondary School Inclusive GPA:																	
50.0% - 64.9%	26.3%	25.2%	27.0%	27.9%	25.7%	51.5%	51.8%	50.7%	49.0%	49.4%	29.6%	54.4%	61.4%	1.6%	24.1%	3,524	8.0%
65.0% - 74.9%	40.7%	40.2%	39.3%	40.0%	38.6%	65.9%	66.1%	65.5%	64.4%	63.8%	43.7%	68.0%	73.2%	6.0%	32.6%	10,641	24.0%
Moderate iGPA (iGPA < 75%)	37.4%	36.8%	36.6%	37.2%	35.4%	62.1%	62.3%	61.5%	60.7%	60.7%	39.8%	64.3%	70.0%	4.9%	30.5%	14,165	32.0%
* 75.0% - 79.9%	53.7%	54.1%	52.7%	52.8%	50.5%	77.4%	76.0%	76.5%	75.8%	73.9%	57.7%	78.3%	82.0%	16.6%	33.9%	6,796	15.3%
80.0% - 84.9%	62.6%	60.9%	60.3%	57.8%	57.3%	80.2%	78.6%	78.3%	78.9%	78.1%	64.7%	81.2%	84.4%	28.1%	29.2%	7,340	16.6%
85.0% - 89.9%	64.6%	64.4%	63.0%	62.2%	62.0%	79.8%	78.8%	78.0%	78.1%	77.5%	68.1%	80.4%	83.4%	42.2%	19.8%	7,579	17.1%
90.0% - 94.9%	65.4%	64.7%	64.5%	63.5%	63.5%	76.4%	75.8%	74.2%	74.5%	74.6%	68.3%	77.0%	80.6%	51.8%	11.7%	6,515	14.7%
95.0% - 100.0%	63.7%	64.6%	62.5%	58.9%	62.2%	73.4%	72.7%	70.8%	74.9%	70.8%	68.5%	75.6%	80.5%	57.0%	5.2%	1,912	4.3%
High iGPA (iGPA 75 - 100%)	61.5%	61.0%	60.0%	59.0%	58.6%	78.4%	77.2%	76.7%	76.9%	75.9%	64.2%	79.3%	82.7%	36.0%	22.6%	30,675	69.2%
Grand Total for All BC12 Graduates	52.7%	52.5%	52.0%	51.8%	51.2%	71.8%	71.2%	70.7%	70.5%	70.3%	53.1%	72.4%	76.8%	26.1%	25.1%	44,319	100.0%
Total Number of BC12 Graduates	43,902	43,487	43,642	44,538	44,319	45,561	46,312	45,831	44,705	43,902	45,958	45,958	45,958	44,319	44,319	44,319	44,319

Figure 4 Footnotes:

+ Overall Aboriginal Status is obtained from K-12 and Post-Secondary records. If either source indicates Aboriginal status, the student is classified as an Aboriginal student by STP.

* Relative to other demographic groups in each set, the group with the highest 5-year transition for the 2014/15 high school graduation cohort is identified with *.

^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2018/19 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution. ^ Immed Trans Rate to Bach Deg is the % of high school graduates of 2018/19 who enrolled immediately in a Bachelor's Degree program in a B.C. public post-secondary institution.

~Non-residents of B.C. may be residents from out of province (i.e. Alberta, Ontario, etc.) or residents from out of country (China, Hong Kong, Korea, etc.). The non-residents of B.C. are used as a proxy for identifying "international" grade 12 graduates, regardless of language spoken at home, thus residents from other Canadian provinces are included in this proxy.

Part 2:

Why are student transition rates declining?

◆ Transition rates are declining. Is this trend widespread or concentrated within selected student sub-populations?

Student transition rates have been declining gradually over the last several years, so the STP would like to identify whether selected student sub-populations are contributing to these trends, in an effort to gain a better understanding of the possible reasons for these declining transition rates. The summary table of student transition rates by demographic characteristics, provided earlier in this report in [Figure 4](#), is useful for identifying some of the student sub-populations that experienced significant declines in immediate-entry transition rates. The following sizeable groups of high school graduates showed larger declines in immediate-entry transition rates (stated as a percentage point drop), compared to the overall decline of 1.5 percentage points over the last five years for all high school graduates combined:

- Students whose primary language spoken at home is Chinese, Mandarin or Cantonese (-12.2 percentage points).
- Non-resident graduates whose primary language spoken at home is Chinese, Mandarin or Cantonese (-9.8).
- Students with moderate AGPA scores (below 75%) at graduation (-8.7).
- Students whose primary language spoken at home is not English (-6.8).
- Students with iGPA scores between 80% and 85% at graduation (-5.3).
- Graduates from high schools in selected college regions: Vancouver/Langara (-5.8), Northern Lights (-5.2), Selkirk (-4.8), Rockies (-4.2) and Coast Mountain (-2.2 over five years and -5.5 over ten years).
- Non-resident graduates (-4.3).
- Aboriginal students saw an improvement in immediate-entry transition rates (+2.0), but they show declining cumulative five-year transition rates (-2.0).

Transition rates and trends for the groups of students identified above will be explored in more detail in this section of the report.

◆ How has a growing share of non-resident grade 12 graduates affected B.C.'s immediate-entry transition rates?

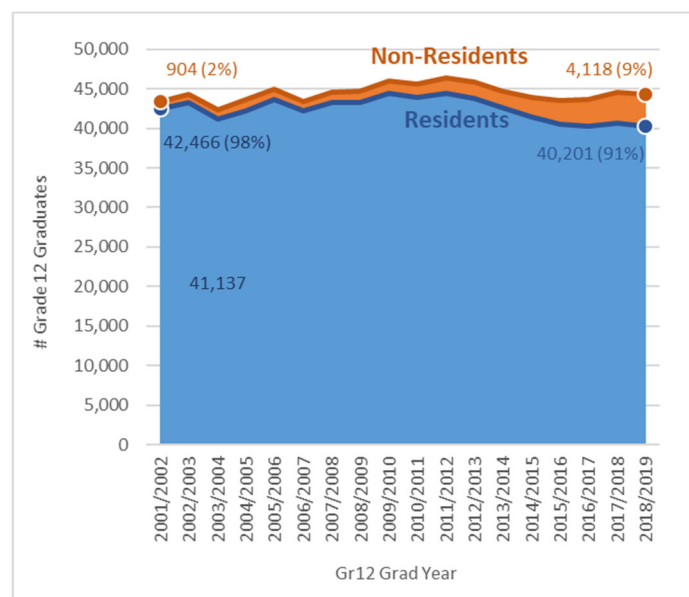
As the market for international students has expanded in B.C., the number and proportion of international students graduating from B.C. secondary schools has increased and this is evident in [Figure 5A](#). In 2001/2002, non-resident students⁵ represented 2% of all B.C. grade 12 graduates, but this number has quadrupled from roughly 1,000 students to more than 4,000 students, reaching 9% of total grade 12 graduates in 2018/2019. The growth in international or non-resident graduates slowed somewhat in the most recent year, likely due to the COVID-19 pandemic.

As shown in [Figure 5B](#), the student transition rates of B.C. high school graduates into B.C. public post-secondary institutions appear to be affected by the growing share of non-resident graduates whose immediate-entry transition rates into B.C. post-secondary institutions are significantly lower (30.5%) than transition rates of B.C. residents (53.3%). The relatively low and continually declining immediate-entry transition rates of a growing share of non-resident students over the last decade has contributed to the overall decline in the provincial average immediate-entry transition rate, from its high of 53.9% in 2008/2009, to its current level of 51.2%. Despite overall declines in the transition rate reported for all B.C. graduates combined, the immediate-entry transition rates of B.C. *resident* grade 12 graduates have remained relatively flat and above 53.0% over the last decade.

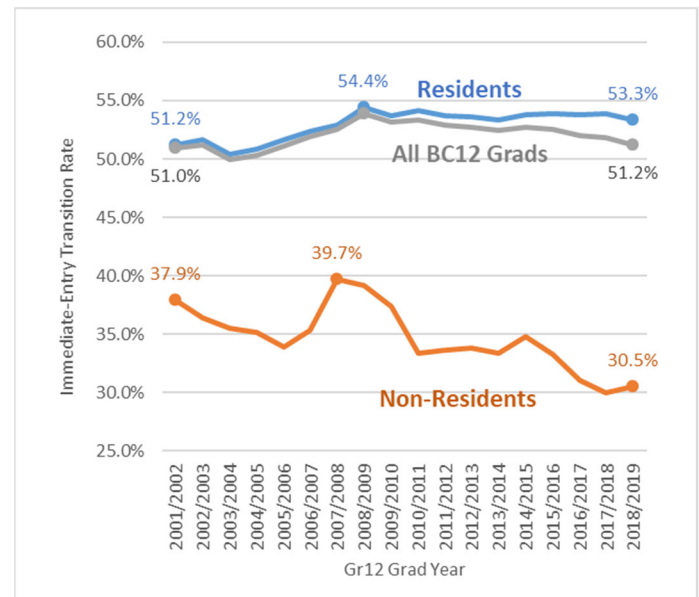
Why are B.C. non-resident graduates increasingly less inclined to enrol in B.C. public post-secondary education than B.C. residents? This section of the report will explore some possible reasons, including academic qualifications, institution and program destinations, and regional variations (see [pages 18 to 33](#)).

FIGURE 5: TRENDS IN B.C. RESIDENT AND NON-RESIDENT GRADE 12 GRADUATES:

(A) NUMBER AND PROPORTION OF STUDENTS AND



(B) IMMEDIATE-ENTRY TRANSITION RATES



⁵ Non-residents students include any students enrolled in the B.C. K-12 system who are not residents of British Columbia. This is used as a proxy for identifying international students as this group primarily includes students from outside of Canada, but it also includes students from other Canadian provinces.

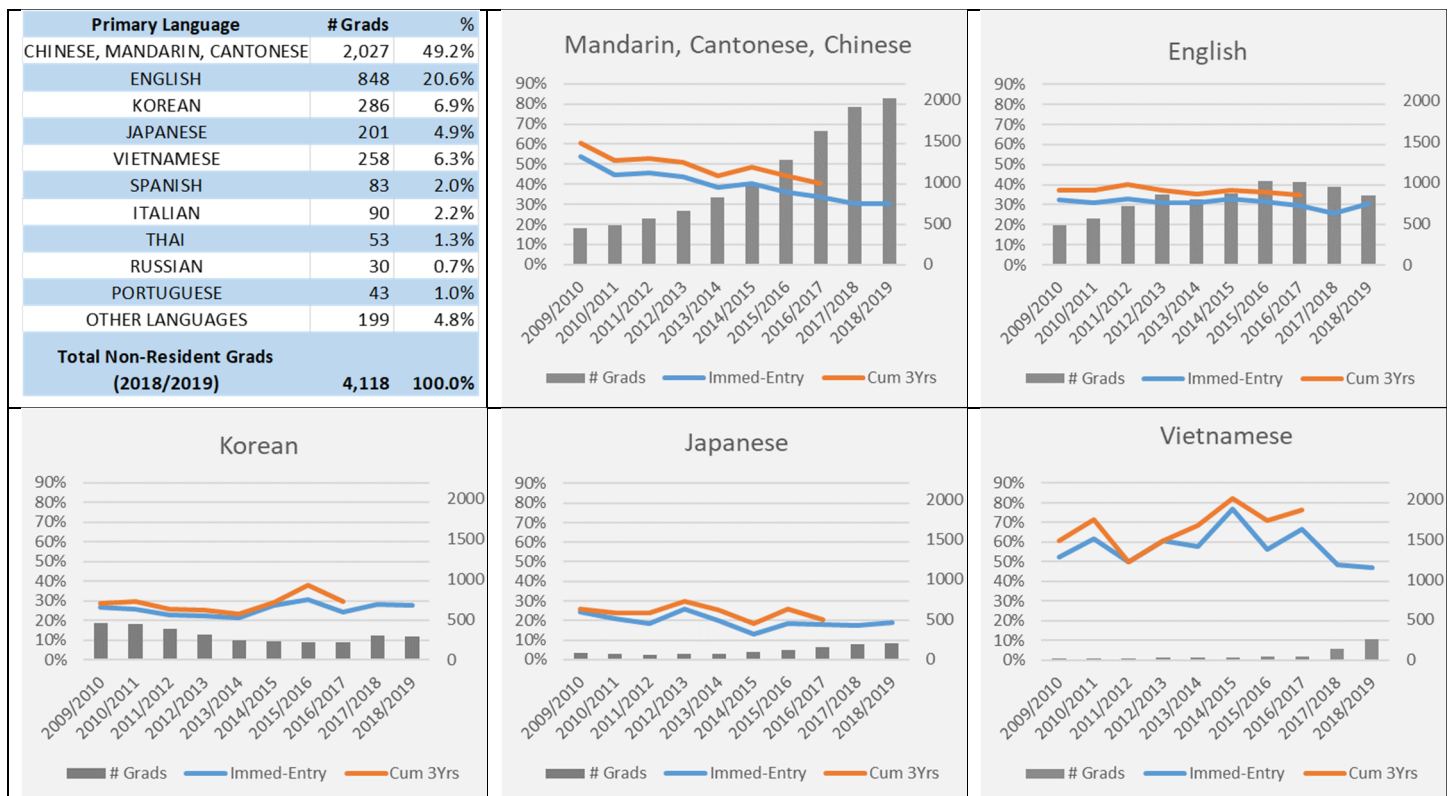
◆ Who are the non-resident graduates from B.C. high schools and what are their transition rate trends, by language spoken at home?

The STP does not obtain an international student status for grade 12 graduates in the STP data provided by the Ministry of Education; however, the STP is able to use the non-resident status along with each student's primary language spoken at home as a proxy for country of origin for non-resident graduates.

The table in [Figure 6](#) provides a breakdown of primary language spoken by 2018/2019 grade 12 non-resident graduates and the corresponding charts provide the transition rate trends (left axis) and the number of grade 12 graduates (right axis). Students whose primary language is Chinese, Mandarin or Cantonese represent roughly half of the non-resident students. Those who primarily speak English likely include residents of other Canadian provinces and other English-speaking countries.

Given the relatively steep decline in transition rates and significant growth in students with a primary language of Mandarin/Cantonese/Chinese, it appears that students from China are contributing quite significantly to the downward trend in student transition rates in B.C., but why is this occurring? Other language groups represent a smaller share of non-resident students and their transition rate trends are not trending downward to the same extent as those from China. A news article published on June 9, 2020 in [The Globe and Mail](#)⁶ referred to a survey of undergraduate business students at the University of Toronto who were born or grew up in China. Many of these students had no intention of remaining in Canada after graduation because they were optimistic about the economic future and opportunities for career advancement in China and they looked forward to returning to their family and social connections back home.

FIGURE 6: PRIMARY LANGUAGE OF NON-RESIDENT GRADE 12 GRADUATES AND TRANSITION RATE TRENDS FOR SELECTED LANGUAGE GROUPS



⁶ <https://www.theglobeandmail.com/world/article-why-do-international-students-in-canada-end-up-back-home/>, accessed June 25, 2021.

Measures of Secondary School Academic Performance

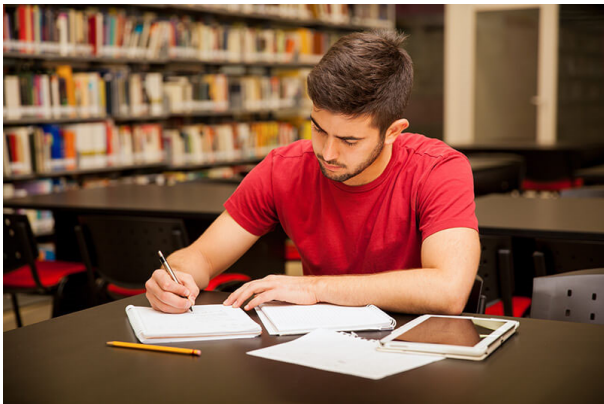
The STP uses two different academic performance measures in complementary ways to evaluate student academic performance achieved in high school and the impact this performance has on student transition rates and post-secondary academic performance: Academic GPA (AGPA) and the Inclusive GPA (iGPA).

Academic GPA (AGPA) – This measure is typically used as an indicator of university eligibility. The AGPA is the average of four course grades, English 12 and the student’s best three other academic grade 12 subjects. More than half of the students who completed grade 12 do not complete the necessary set of courses or achieve insufficient grades in order to calculate an AGPA. Thus the utility of the AGPA is limited to a subset of academically qualified students in the STP.

Inclusive GPA (iGPA) – This is a more broadly defined measure than the AGPA and it allows the STP to measure the academic performance of both grade 12 graduates and non-graduates. The iGPA is calculated from the average of twelve course grades selected from each of twelve subject areas for grade 10, 11 and 12 courses required for graduation. The best grade from each of the twelve subject areas is included in the iGPA calculation. In those cases where a student has not yet completed the requirements for all twelve subject areas, the iGPA is calculated on as many courses as are available for that student, from a minimum of one to a maximum of twelve courses per student. The twelve subject areas are based on the current grade 12 graduation requirements:

1) Planning 10	7) Skills and Fine Arts 10, 11, 12
2) Language Arts 10	8) Social Studies 10
3) Language Arts 11	9) Social Studies 11 or 12
4) Language Arts 12	10) Science 10
5) Math 10	11) Science 11 or 12
6) Math 11 or 12	12) Physical Education 10

Note: The STP2020 dataset uses an **8-course iGPA** this year for all cohorts, due to changes in the B.C. curriculum. The following courses are excluded from the iGPA in this year’s analysis: Planning 10, Language Arts 10, Language Arts 11 and PE 10.



◆ What are the differences in academic qualifications of resident and non-resident graduates, transitioners and non-transitioners?

On average, the iGPA scores of non-resident graduates is higher than the average for resident graduates (81.5 versus 79.8), but it is interesting to note the differences between the two groups, in terms of the relative ranking of iGPA scores among transitioners and delayed-entrants/non-transitioners. See [Figure 7](#).

- **Resident students:** Grade 12 graduates with relatively high iGPA scores tend to enrol immediately in B.C. public post-secondary education, while those with lower iGPA scores tend to delay or do not transition to post-secondary education in B.C.
- **Non-resident students:** These students show the opposite pattern to B.C. residents. Those with lower iGPA scores tend to enrol immediately in B.C. public post-secondary education, while those with higher iGPA scores tend to delay or do not transition into post-secondary institutions in B.C.

Since the STP focuses on students enrolling in B.C. public post-secondary education, it is possible that the non-resident students are enrolling in non-B.C. institutions, especially those with higher academic qualifications who have sufficient financial resources to enrol virtually anywhere in the world. A more detailed look at the iGPAs by program destination provides some explanation for the differences in iGPA scores and destinations of resident and non-resident students.

See inset box on the [page 21](#), [Measures of Secondary School Academic Performance](#) for iGPA definition.

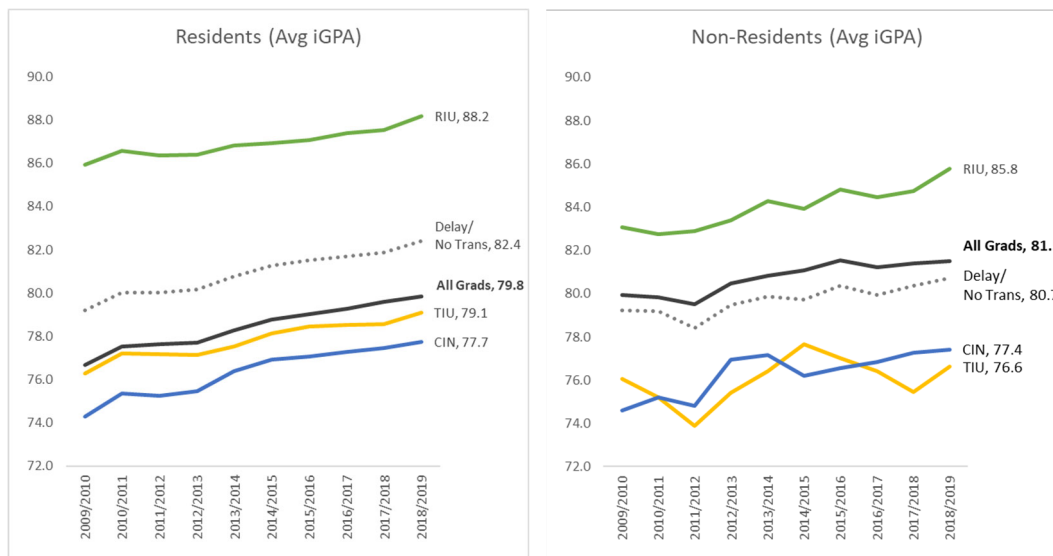
FIGURE 7: iGPA TRENDS OF B.C. RESIDENT AND NON-RESIDENT GRADE 12 GRADUATES



◆ What are the differences in academic qualifications of resident and non-resident immediate-entrants, by institution destination?

Despite non-resident graduates achieving higher overall average iGPA scores at graduation than resident graduates (81.5 versus 79.8), non-resident entrants to research-intensive universities (RIUs) had lower iGPAs than B.C. residents (85.2 versus 88.2). Similarly, non-resident graduates entering teaching-intensive universities (TIUs) and colleges/institutes (CIN) had lower iGPAs than resident graduates entering those institution types. See [Figure 8](#). Program destinations might be a factor in these differences (see [page 24](#)).

FIGURE 8: iGPA TRENDS OF B.C. RESIDENT AND NON-RESIDENT GRADUATES, BY IMMEDIATE-ENTRY INSTITUTION TYPE

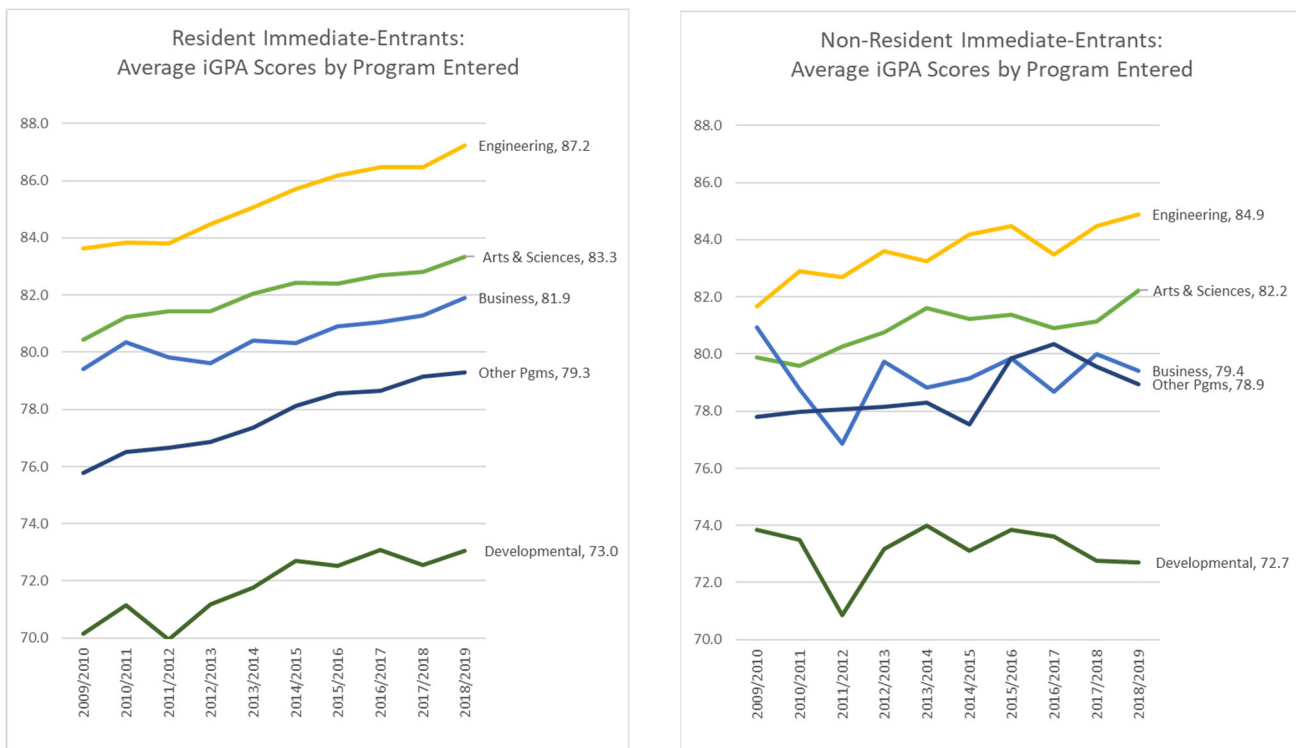


◆ What are the differences in academic qualifications of resident and non-resident immediate-entrants, by program destination?

As shown in **Figure 9**, the average iGPA scores of resident students entering selected programs are at least one grade point higher than the average iGPA scores of non-residents entering the same programs: Engineering (87.2 versus 84.9), Arts and Sciences (83.3 versus 82.2) and Business (81.9 versus 79.4). While the minimum qualifications for different programs tend to vary within and between B.C. public post-secondary institutions, due to differences in program expectations and available spaces, the minimum program admission qualifications for B.C. high school graduates for resident (domestic) or non-resident (typically international) students are usually similar.

A closer look at the proportion of resident and non-resident students within selected program areas provides some perspective on the linkage between student academic qualifications, program destinations and overall immediate-entry transition rates of resident and non-resident students (see [next page](#)).

FIGURE 9: iGPA TRENDS OF B.C. RESIDENT AND NON-RESIDENT GRADE 12 GRADUATES, BY PROGRAM ENTERED



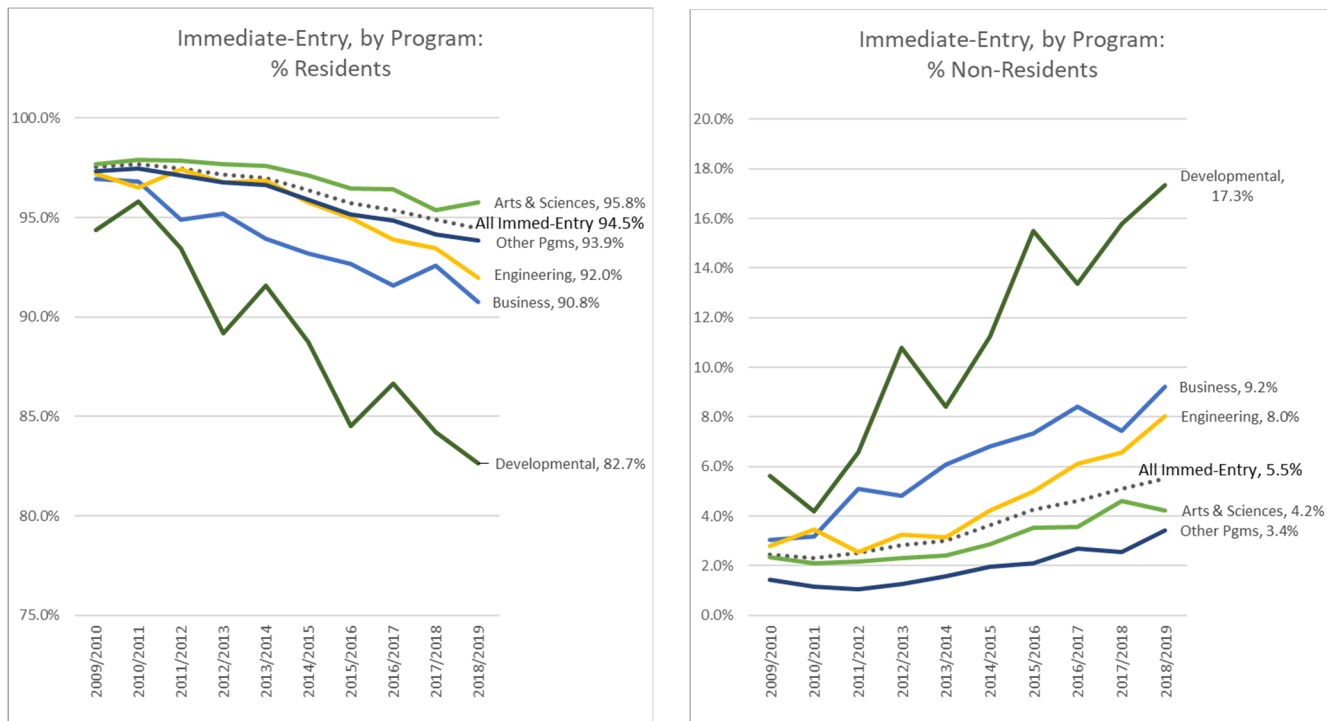
◆ Are resident and non-resident students more likely to enrol in some programs than others?

Among the 21,430 grade 12 graduates of 2018/2019 who enrolled immediately in B.C. public post-secondary education in 2019/2020, 94.5% were resident students and 5.5% were non-residents of B.C. Differences in the proportion of residents and non-residents who enrolled in different programs reflects differences in student program preferences and differences in academic qualifications.

- **Resident students** are over-represented in Arts and Sciences programs (95.8%) and under-represented in all other programs, especially Developmental programs (82.7%), relative to the overall proportion who enrolled immediately in post-secondary program in B.C. (94.5%).
- **Non-resident students** are roughly three times more likely to enrol in Developmental programs (17.3%) than all other programs (5.5%). In addition, non-residents are over-represented in Business (9.2%) and Engineering (8.0%), compared to all programs combined.
- See [Figure 10](#).

The differences between resident and non-resident students, with respect to student academic qualifications and representation in programs, suggests that non-resident graduates with lower academic qualifications likely remain in B.C. to enrol in Developmental programs in our public post-secondary institutions; whereas highly qualified non-resident graduates remain in B.C. to enrol mainly in Business or Engineering programs. Other highly qualified non-resident graduates leave B.C. to enrol in other programs and these students are not included in the B.C. public post-secondary transition rate traditionally measured by the STP.

FIGURE 10: % SHARES OF B.C. RESIDENT AND NON-RESIDENT GRADE 12 IMMEDIATE-ENTRANTS, BY PROGRAM ENTERED



◆ What are the differences in immediate-entry transition rates of resident and non-resident graduates, by college region?

Declining immediate-entry transition rates by a growing share of non-resident students affects the overall immediate-entry transition rate in the province. To what extent is this occurring in every college region of B.C.? [Figure 11](#) on the following page provides a summary of the number of 2018/2019 grade 12 graduates and their immediate-entry transition rates, by college region. In addition, indexed⁷ values indicate the ten-year change in the number of resident and non-resident graduates and their transition rates.

- **Larger share of non-resident graduates in selected college regions:** Although non-resident students represent 9% of grade 12 graduates in B.C., several college regions have larger shares of non-residents, including: Camosun (16%), Capilano (15%), Douglas (14%), Vancouver Island (13%), Vancouver/Langara (11%).
- **Growing number of non-resident graduates in selected college regions:** Provincially, the growing number of non-resident graduates (2.57 times greater than 2009/2010 levels) has out-paced the relatively unchanged level of resident graduates. Several regions with a sizeable population have roughly tripled the number of non-resident graduates over the last decade, including Douglas, Fraser Valley, Kwantlen, Vancouver/Langara and Thompson Rivers.
- **Lower immediate entry transition rates for non-residents in all college regions:** In each college region, the lower immediate-entry transition rate of non-residents contributes to the lowering of the overall immediate-entry transition rate in the region, especially in those regions with a significant proportion of non-resident graduates, such as: Capilano, Douglas, Camosun and Vancouver Island.
- **Declining non-resident immediate-entry transition rates:** The immediate-entry transition rate of resident graduates (53%) has remained relatively unchanged from ten years ago (indexed value=0.99), whereas non-resident transition rates (currently 31%) are lower (or 0.82) times the level achieved in 2009/2010.
- Consistent with declining immediate-entry rates, the gap in transition rates between resident and non-resident graduates has widened in many college regions (see [Figure 12](#) on [pages 28 to 29](#)).

⁷ The ten year change in graduates and transition rates in each college region is derived by indexing the number of grade 12 graduates and their transition rates, relative to values from ten years ago (2009/2010). An indexed value in 2018/2019 below 1.00 indicates a relative decline over the last ten years, whereas an indexed value above 1.00 indicates growth over ten years.

FIGURE 11: GRADE 12 GRADUATES AND IMMEDIATE-ENTRY TRANSITION RATES BY COLLEGE REGION

BC Region	College Region	# Gr12 Graduates (2018/2019)			Indexed # of Gr12 Graduates (2018/2019, Base Year=2009/2010)			Immed-Entry Transition Rates (2018/2019 Graduates)			Indexed Transition Rates (2018/2019, Base Year=2009/2010)		
		Residents	Non-Residents	Total	Residents	Non-Residents	Total	Residents	Non-Residents	Total	Residents	Non-Residents	Total
Mainland Southwest (MSW)	Capilano	2,542 (85%)	441 (15%)	2,983	0.90	1.85	0.97	51%	24%	47%	0.97	0.89	0.90
	Douglas	5,646 (86%)	912 (14%)	6,558	0.89	3.05	0.99	60%	35%	56%	1.00	0.83	0.95
	Fraser Valley	2,829 (94%)	193 (6%)	3,022	0.86	3.27	0.91	50%	32%	49%	1.15	0.98	1.12
	Kwantlen	9,950 (92%)	845 (8%)	10,795	1.02	3.52	1.08	61%	33%	59%	1.00	0.68	0.97
	Vancouver/Langara	4,740 (89%)	592 (11%)	5,332	0.94	2.90	1.02	57%	34%	54%	0.87	0.87	0.84
	MSW Subtotal	25,707 (90%)	2,983 (10%)	28,690	0.95	2.87	1.02	58%	32%	55%	0.98	0.80	0.95
Vancouver Island Coast (VIS)	Camosun	2,856 (84%)	537 (16%)	3,393	0.91	2.41	1.01	47%	25%	44%	1.01	0.78	0.96
	North Island	1,153 (95%)	62 (5%)	1,215	0.81	7.75	0.85	47%	26%	46%	0.95	0.52	0.93
	Vancouver Island	1,862 (87%)	274 (13%)	2,136	0.78	1.46	0.82	49%	28%	46%	1.06	0.84	1.02
	VIS Subtotal	5,871 (87%)	873 (13%)	6,744	0.85	2.08	0.92	48%	26%	45%	1.02	0.79	0.97
Thompson-Okanagan-Kootenays (TOK)	Okanagan	3,576 (97%)	111 (3%)	3,687	0.89	1.66	0.90	47%	24%	46%	1.07	0.86	1.06
	Rockies	635 (98%)	* 10 (2%)	645	0.86	1.00	0.86	33%	--	33%	0.92	--	0.94
	Selkirk	586 (98%)	12 (2%)	598	0.73	2.00	0.74	49%	33%	49%	1.01	2.00	1.01
	Thompson Rivers	1,418 (93%)	113 (7%)	1,531	0.84	3.90	0.89	45%	19%	43%	0.95	1.13	0.92
	TOK Subtotal	6,215 (96%)	246 (4%)	6,461	0.86	2.23	0.88	45%	25%	44%	1.02	1.00	1.01
Cariboo-North (CNO)	Coast Mountain	585 (98%)	* 10 (2%)	595	0.75	3.00	0.75	46%	--	46%	0.90	--	0.89
	New Caledonia	1,238 (99%)	* 10 (1%)	1,248	0.82	0.23	0.81	44%	--	44%	0.90	--	0.90
	Northern Lights	585 (98%)	13 (2%)	598	0.88	0.68	0.87	32%	23%	32%	0.89	1.10	0.89
	CNO Subtotal	2,408 (99%)	33 (1%)	2,441	0.81	0.59	0.81	42%	26%	42%	0.89	0.84	0.89
BC System	All College Regions	40,201 (91%)	4,118 (9%)	44,319	0.91	2.57	0.96	53%	31%	51%	0.99	0.82	0.96

* Headcounts less than 10 have been rounded up to 10; non-resident transition rates in these regions are not shown.

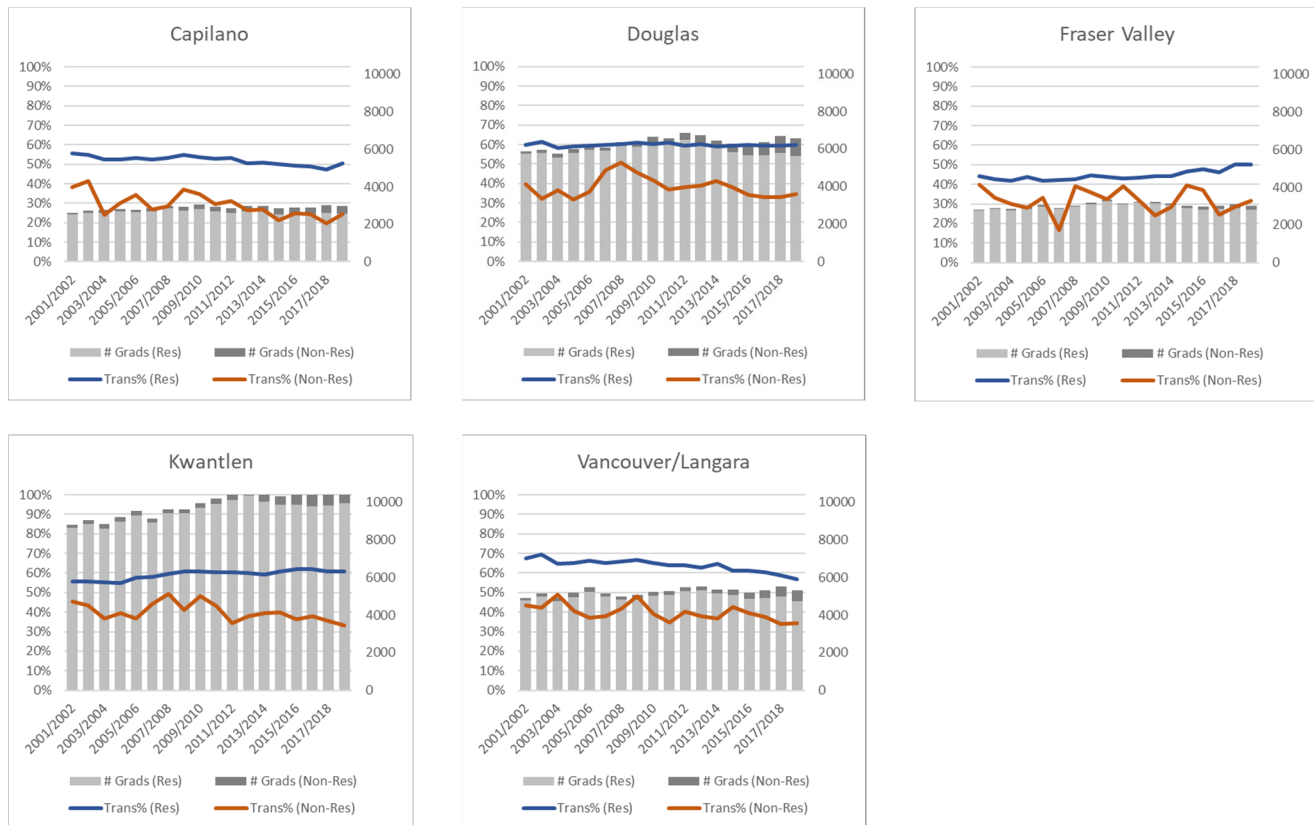
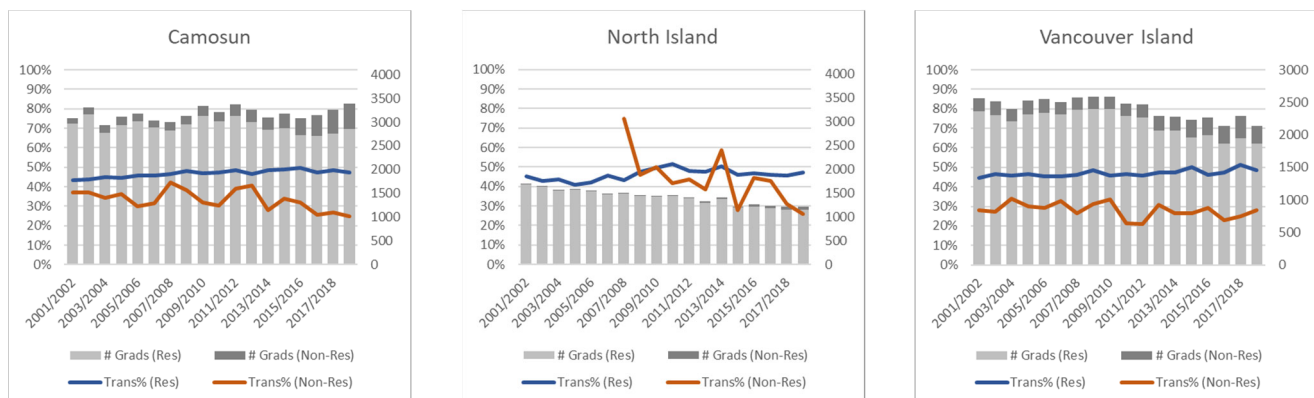
Four Post-Secondary Regions of B.C.



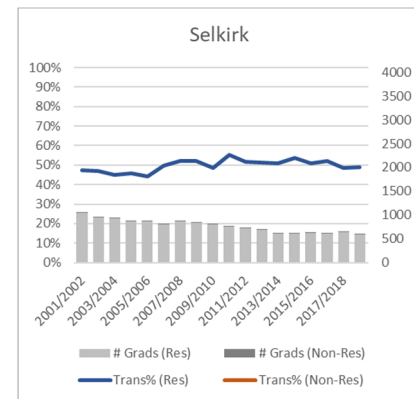
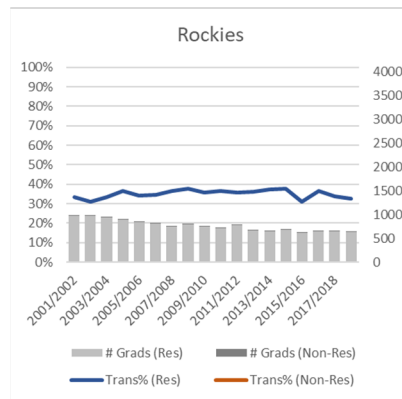
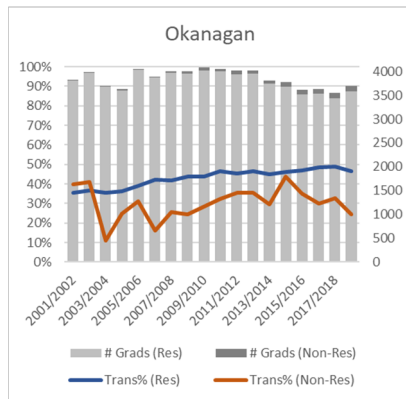
BCIT, Burnaby

Selkirk College, Castlegar



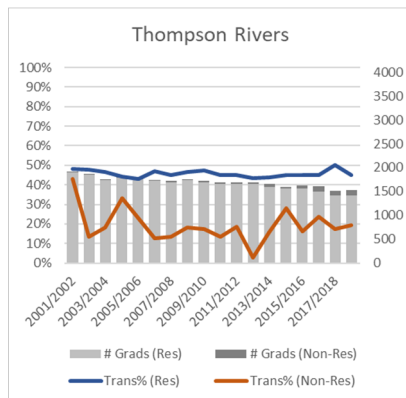
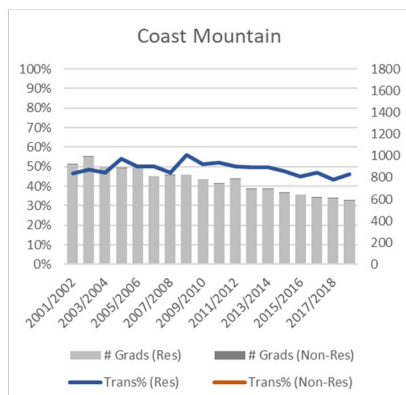
FIGURE 12: TRENDS IN RESIDENT AND NON-RESIDENT GRADE 12 GRADUATES AND IMMEDIATE-ENTRY TRANSITION RATES, BY COLLEGE REGION**Mainland Southwest****Vancouver Island Coast**

Fewer than 10 non-residents per year prior to 2010/2011.

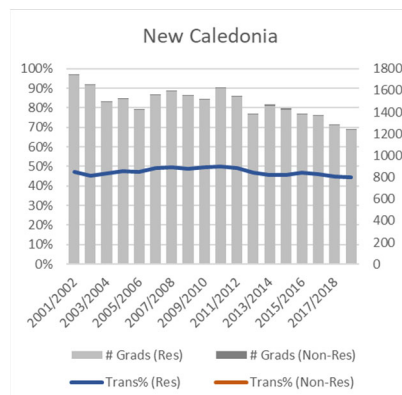
FIGURE 12, CONT.: TRENDS IN GRADE 12 GRADUATES AND IMMEDIATE-ENTRY TRANSITION RATES, BY COLLEGE REGION**Thompson-Okanagan-Kootenays**

Non-resident transition rate trend not shown. Fewer than 10 non-resident graduates in most years.

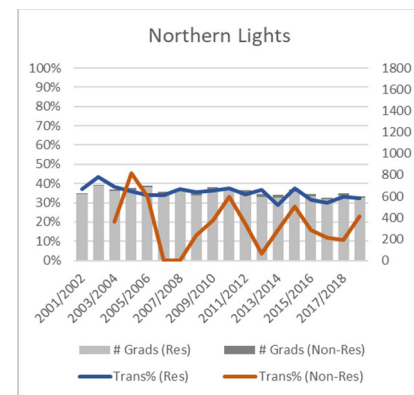
Non-resident transition rate trend not shown. Fewer than 10 non-resident graduates in most years.

**Cariboo-North**

Non-resident transition rate trend not shown. Fewer than 10 non-resident graduates each year.



Non-resident transition rate trend not shown. Fewer than 10 non-resident graduates in most years.



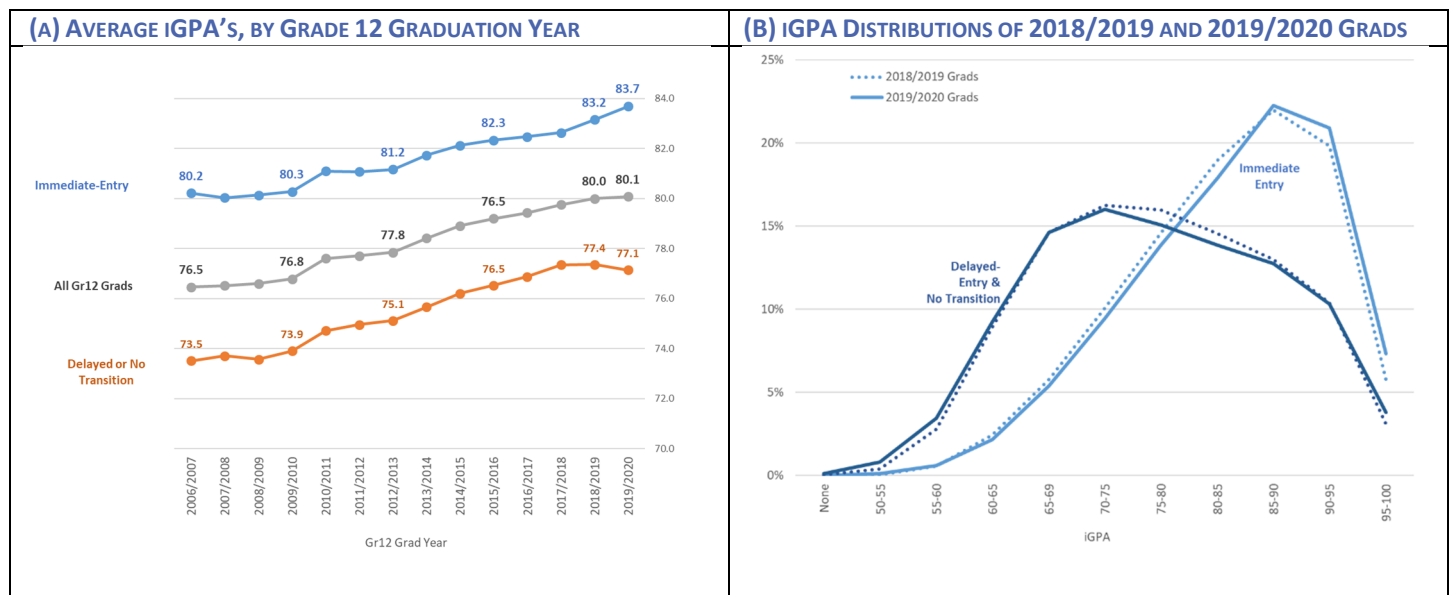
Non-resident transition rate trend not shown prior to 2003/2004 when there were fewer than 10 non-residents per year.

◆ How do academic qualifications of students affect student transition rates?

Student academic qualifications affect the time of entry (immediate versus delayed) for students who enrol in B.C. public post-secondary education.

- Immediate-entry students have higher iGPAs than the average for all grade 12 graduates combined, whereas delayed-entry and non-transitioning students have lower than average iGPA scores. See [Figure 13A](#).
- In the most recent two to three years, the iGPA gap between transitioners and delayed-entry/non-transitioners has been widening, supporting earlier findings that students with lower academic qualifications have declining transition rates to B.C. public post-secondary education. See [Figure 13A](#).
- The differences in the iGPA distributions are provided for the two most recent graduation cohorts to demonstrate that immediate entry students have a narrow range of higher academic qualifications, whereas delayed entry students have a broader range of academic qualifications. See [Figure 13B](#). This display is also useful for comparing the iGPA distributions of pandemic graduates of 2019/2020 to the pre-pandemic graduates of 2018/2019.

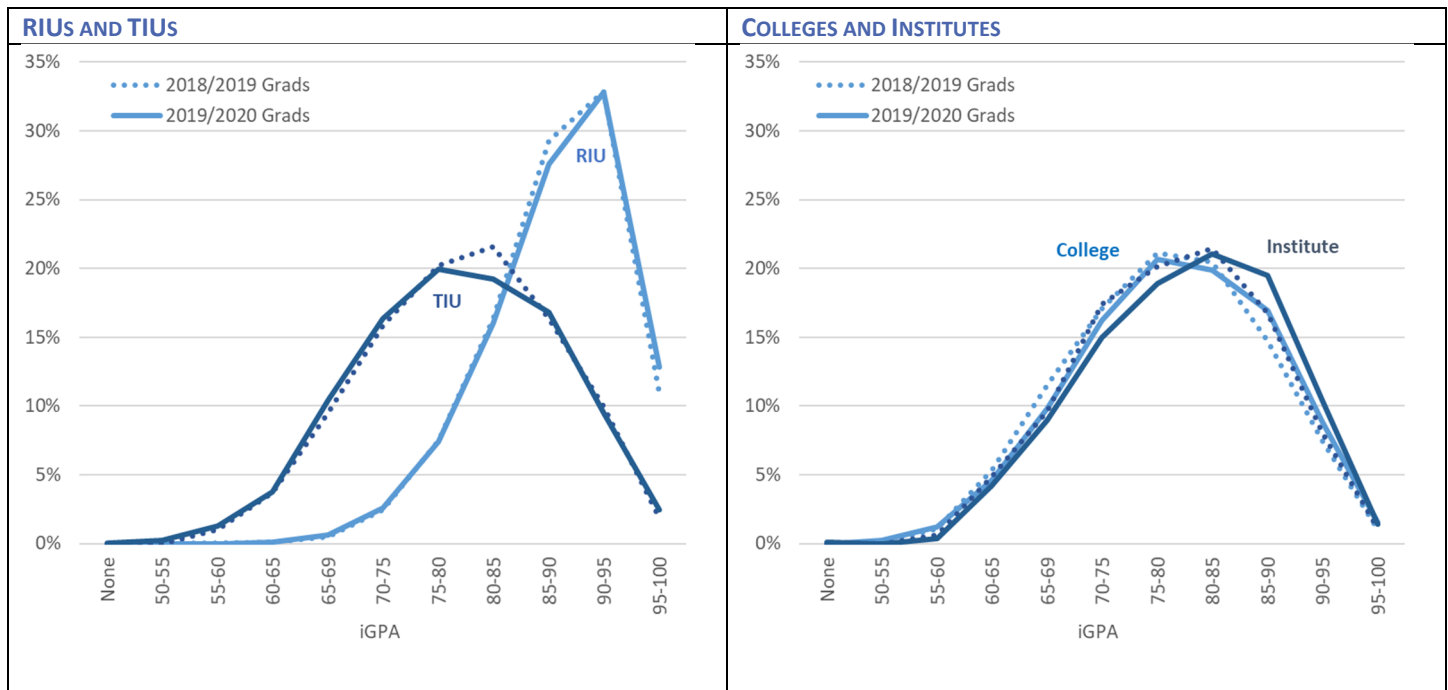
FIGURE 13: ACADEMIC QUALIFICATIONS OF IMMEDIATE-ENTRY VS DELAYED ENTRY STUDENTS



◆ What are the differences in iGPA distributions of immediate-entry students, by institution type entered?

The iGPA distributions of 2018/2019 and 2019/2020 grade 12 graduates entering B.C. public post-secondary institutions in the Fall of 2019 and Fall of 2020 are shown in **Figure 14**. The differences in the grade distribution curves reflect differences in the entrance requirements for the different institution types.

FIGURE 14: iGPA DISTRIBUTIONS OF IMMEDIATE-ENTRY STUDENTS, BY INSTITUTION TYPE ENTERED



◆ What are the differences in academic qualifications of immediate-entry students, by Fall program entered?

The average iGPAs and iGPA distributions of Fall immediate-entry students, by program destination are shown in **Figures 15 and 16**. The differences primarily reflect differences in entrance requirements and available spaces in high-demand programs. Although not provided here, a range of iGPA scores is evident across different institution types, within each program area.

FIGURE 15: TREND IN AVERAGE iGPAs OF FALL IMMEDIATE-ENTRY STUDENTS, BY PROGRAM ENTERED

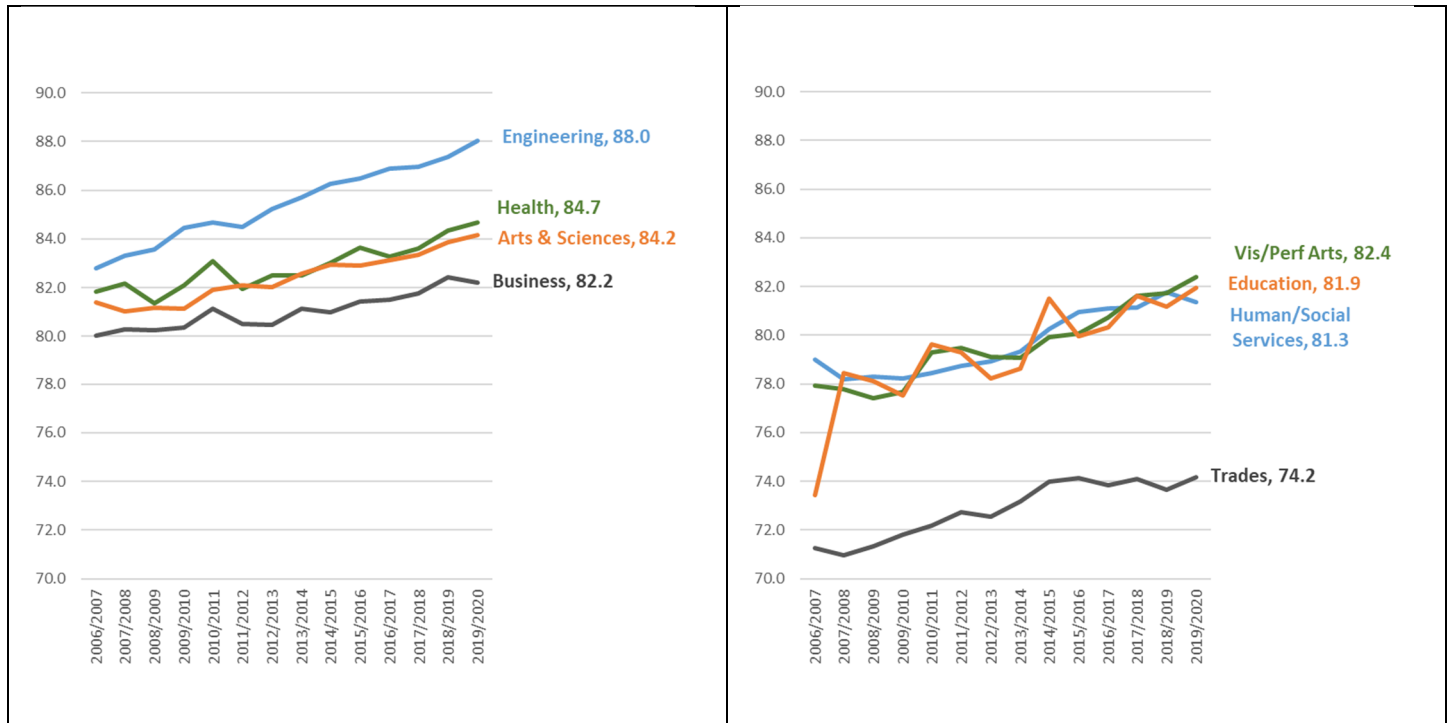
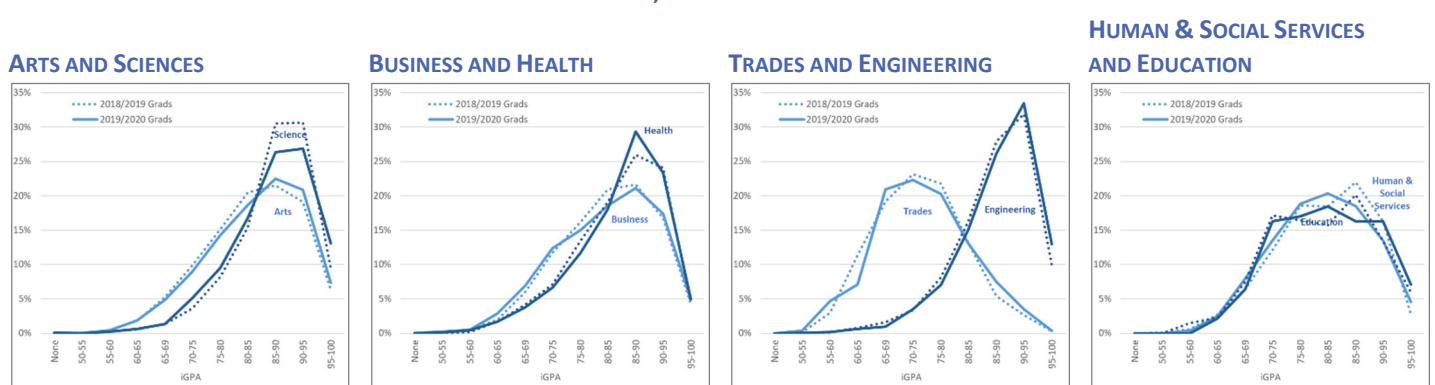


FIGURE 16: iGPA DISTRIBUTIONS OF IMMEDIATE-ENTRY STUDENTS, BY PROGRAM ENTERED

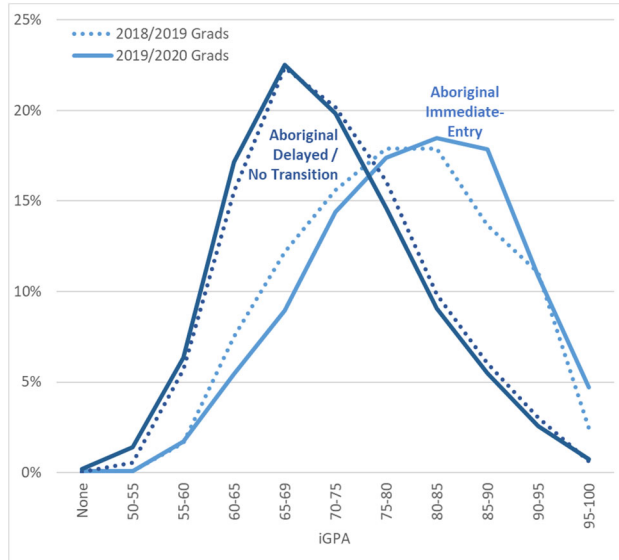


◆ How do academic qualifications of Aboriginal and Non-Aboriginal students affect their student transition rates?

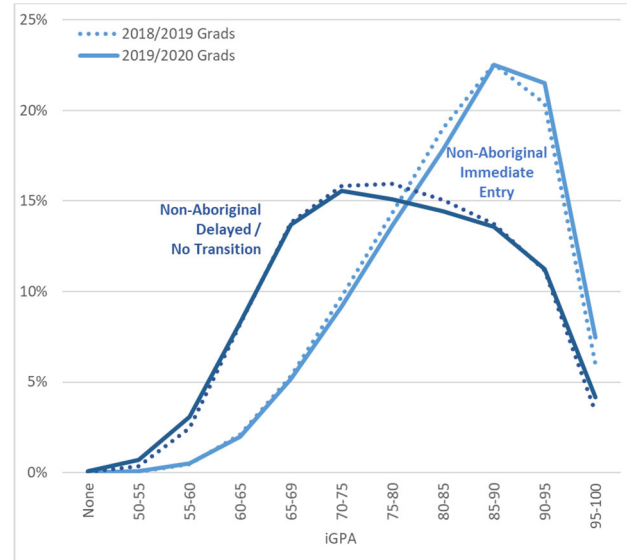
A comparison of iGPA distributions shows that immediate-entry students have higher iGPA distribution curves than delayed or non-transitioners, for both Aboriginal (**Figure 17A**) and non-Aboriginal students (**Figure 17B**). Among immediate-entry students, non-Aboriginal students have higher iGPA distributions than Aboriginal students (**Figure 17C**) and female Aboriginal entrants have slightly higher iGPA distributions than male Aboriginal entrants (**Figure 17D**). Unlike non-Aboriginal students, a significant shift in the iGPA distribution of Aboriginal immediate entry students occurred among the 2019/2020 graduates, compared to the pre-pandemic graduates of 2018/2019 (see **Figure 17C and 17D**).

FIGURE 17: ABORIGINAL AND NON-ABORIGINAL iGPA DISTRIBUTIONS, BY STUDENT TRANSITION STATUS AND GENDER

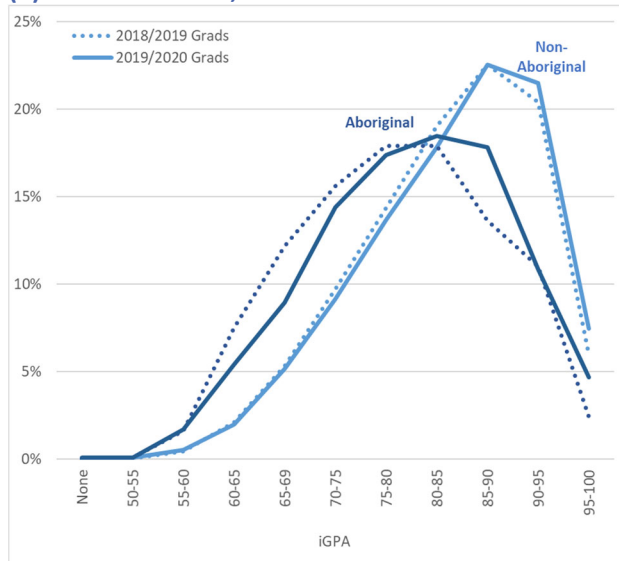
(A) BY STUDENT TRANSITION STATUS (ABORIGINAL STUDENTS)



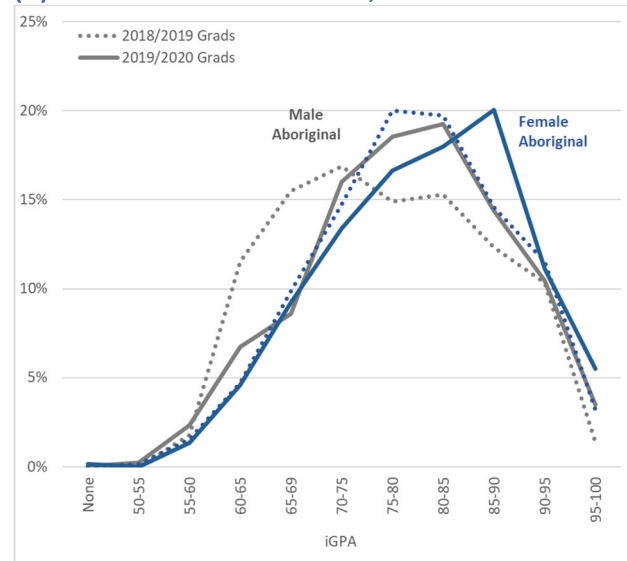
(B) BY STUDENT TRANSITION STATUS (NON-ABORIGINAL STUDENTS)



(C) IMMEDIATE-ENTRY, BY ABORIGINAL STATUS



(D) ABORIGINAL IMMEDIATE-ENTRY, BY GENDER



Part 3:

Long-Run Cumulative Student Transition Rates

✓ What are the cumulative student transition rates, eighteen years after grade 12 graduation?

When delayed-entry students are accounted for, the cumulative transition rate of 2002/2003 B.C. grade 12 graduates enrolling in B.C. public post-secondary education by 2019/2020 is 80.1%, eighteen years after graduation (the longest time horizon currently available for the STP's first graduation cohort). See [Figure 18](#).

These long-run transition rates show that students continue to enroll for the first time in the B.C. public post-secondary education system after graduation, almost two decades after high school graduation. Although the immediate-entry rates exclude roughly 5% of students who initially enrolled in B.C. private or non-B.C. institutions, a portion of these students are captured as delayed-entry students in the cumulative transition rates, if and when they subsequently enrol in B.C. public post-secondary institutions for the first time.

The eighteen-year cumulative transition rate of 80.1%, when compared to the immediate-entry transition rate of 51.0% for the same graduation cohort (2001/2002) indicates that nearly one third (29.1%) of the grade 12 graduates who did not enroll immediately in B.C. public post-secondary education, did eventually enroll over the next seventeen years. Given the consistency of the long-run transition rates over multiple successive graduation cohorts (see [page 36](#)), post-secondary planners can make reasonable provincial long-range projections from any grade 12 graduation cohort about the timing and the number of grade 12 graduates who will likely transition to a post-secondary institution in the B.C. public post-secondary system.⁸

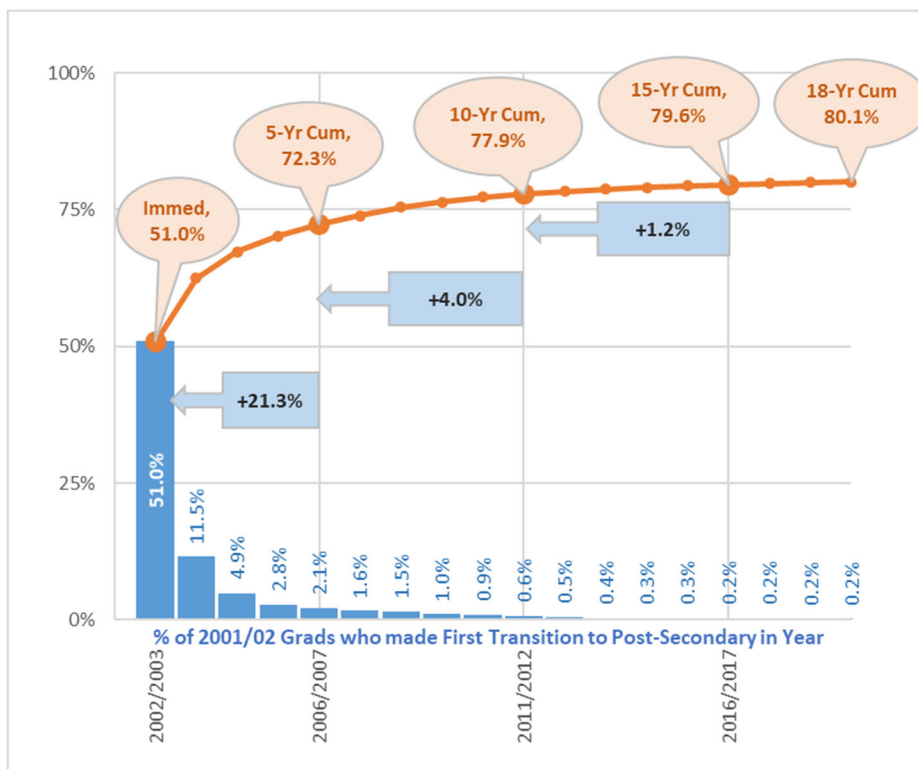


FIGURE 18: INCREMENTAL AND CUMULATIVE TRANSITION RATE OF 2002/2003 GRADE 12 GRADUATION COHORT

Note: The left-arrow boxes show the cumulative five-year increases in transition rates of +21.3%, +4.0% and +1.2% for the 2002/2003 graduation cohort. The most significant increase (+21.3%) occurs over the first five years after grade 12 graduation, with later increases tapering off over time.

⁸ In the wake of the COVID-19 pandemic, the STP will monitor whether these stable and predictable transition trends will hold for the 2020/21 grade 12 graduation cohort.

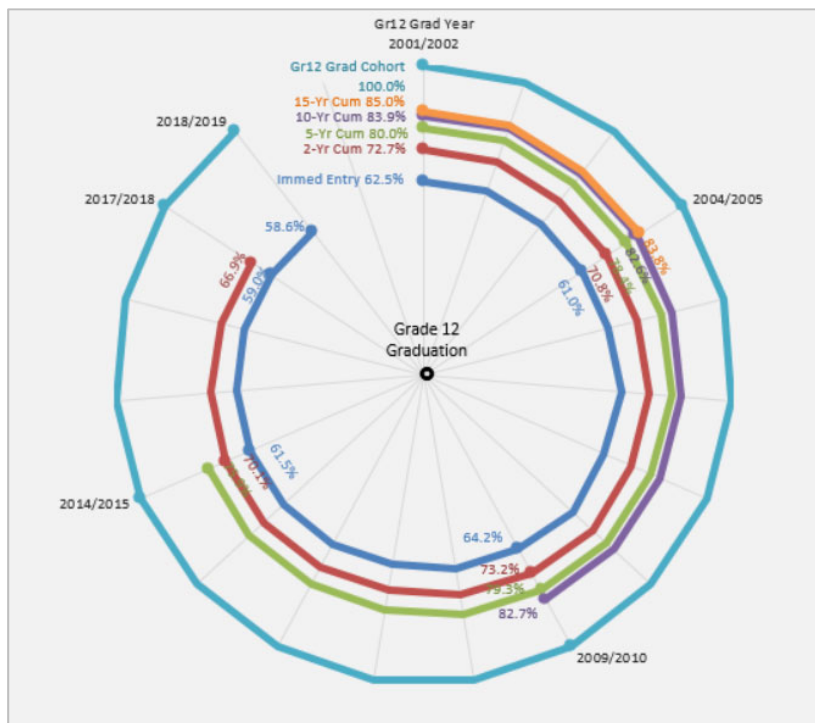
☑ Are cumulative transition rates consistent over successive graduation cohorts?

Cumulative transition rates have been remarkably consistent over successive grade 12 graduation cohorts, as shown in the concentric circle diagram in **Figure 19A**. This data visualization radiates outward from grade 12 graduation (at the center), to immediate-entry (first ring), to delayed-entry (subsequent rings), towards the perimeter (at the full graduation cohort with a maximum potential 100% cumulative transition rate). The symmetric nesting of concentric circles shows relatively consistent cumulative transition rates for each of the subsequent grade 12 graduation cohorts, beginning with the first graduation cohort of 2001/2002.

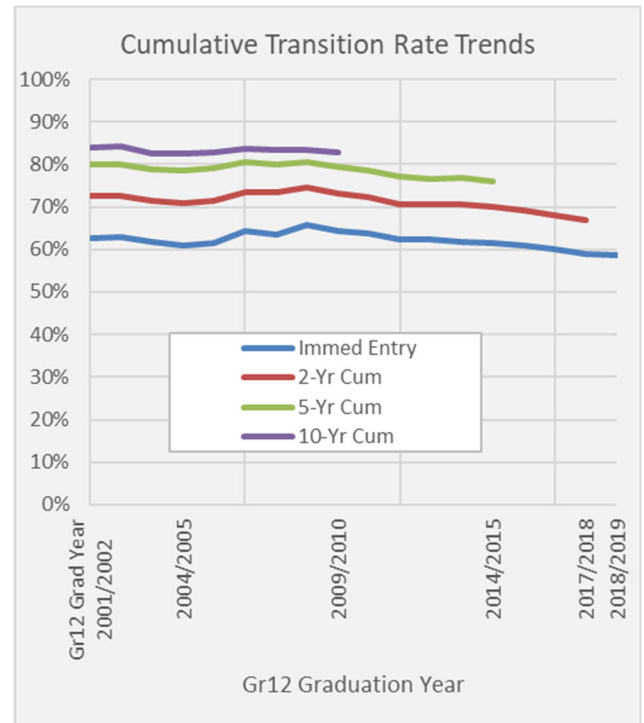
Despite the consistency in cumulative transition rates for subsequent graduation cohorts, a gradual downward trend in transition rates is evident in the trend line view (**Figure 19B**), starting from 2008/2009.

FIGURE19: CUMULATIVE TRANSITION RATES, BY GRADE 12 GRADUATION COHORT

A) CONCENTRIC CIRCLE VIEW



B) TREND LINE VIEW



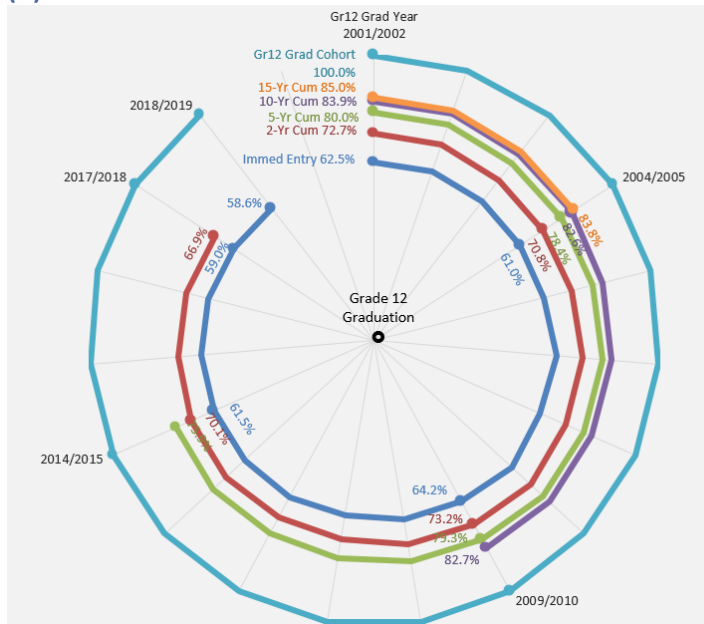
◆ What is the difference in cumulative transition rates between high school moderate achievers and high achievers?

The concentric circular view of transition rates allows the STP to view the transition rates across multiple graduation cohorts to compare high achievers in **Figure 10A** (with iGPAs above 75% at graduation) to moderate achievers in **Figure 20B** (with iGPAs between 50% to 75%). Several differences between high achievers and moderate achievers are revealed in these diagrams:

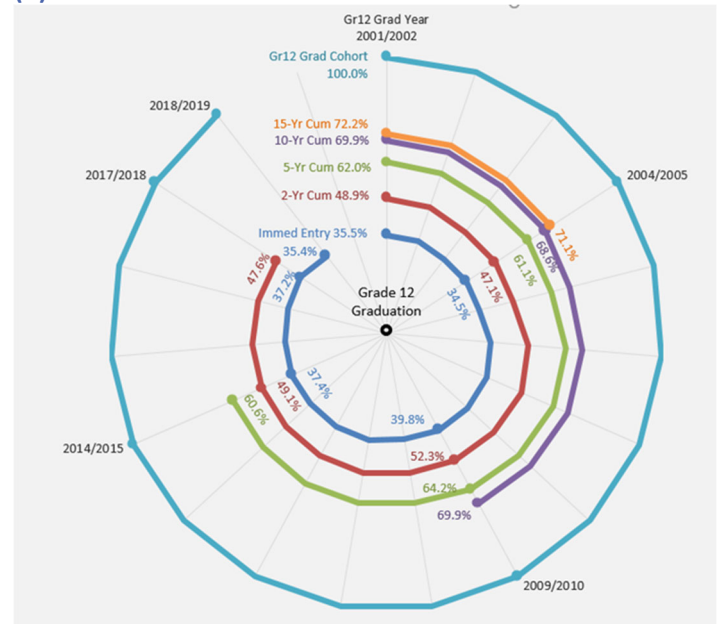
- High achievers transition to B.C. public post-secondary education sooner than moderate achievers; and over the long run, such as fifteen years, high achievers attain higher transition rates (84% to 85%) than moderate achievers (71% to 72%).
- The inner-most rings show that high achievers attain higher immediate-entry transition rates (61% to 64%), compared to moderate achievers (35% to 40%).
- Five years after graduation, the cumulative transition rate of moderate achievers (61% to 64%) eventually reaches the same transition rates attained by high achievers immediately after graduation.
- Fifteen years after graduation, the cumulative transition rate of moderate achievers (71% to 72%) is equivalent to the two-year to three-year cumulative transition rate of high achievers.

FIGURE 20: COMPARISON OF CUMULATIVE TRANSITION RATES, BY GRADE 12 GRADUATION COHORT AND iGPA LEVEL

(A) HIGH ACHIEVERS TRANSITION SOONER AND STRONGER



(B) MODERATE ACHIEVERS TRANSITION LATER AND LESSER



Part 4:

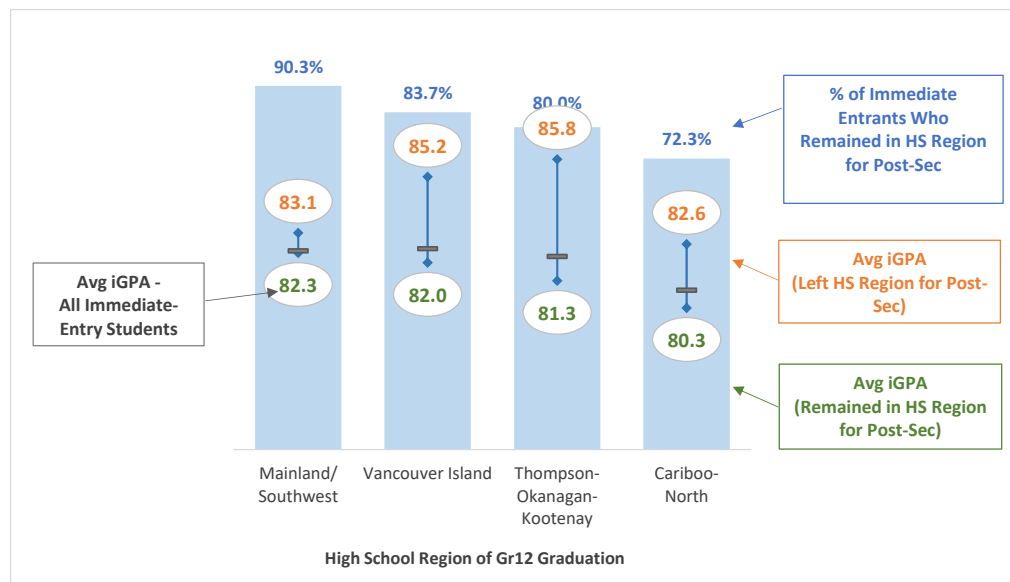
Student Transitions Within High School Regions

☑ Do B.C. high school graduates tend to enroll in the same B.C. region where they graduated from high school?

The vast majority (87.3%) of all immediate-entry students who enrolled in B.C. public post-secondary education in 2019/2020 remained in the same region where they graduated from high school in the preceding year, down by roughly one percentage point from the previous year. This analysis focuses on the four large regions of B.C., rather than the fifteen smaller college regions. See inset box ([page 44](#)) for **B.C. Public Post-secondary Institutions by Region** and regional map on [page 26](#).

- On average, students who remained in their region for post-secondary education had lower iGPA scores (82.1) than students who left the region (83.9).
- Immediate-entry Grade 12 graduates from the **Mainland/Southwest** region were the most likely group to enroll in post-secondary education in the same region where they graduated (90.3%), likely due to the numerous post-secondary options available within the region. See [Figure 21](#).

FIGURE 21: REGIONAL MOBILITY OF 2017/2018 HIGH SCHOOL GRADUATES ENROLLING IN B.C. PUBLIC POST-SECONDARY EDUCATION IN 2018/2019



- By comparison, grade 12 graduates from outside of the Mainland/Southwest region had lower rates of post-secondary enrollment within their home region: **Vancouver Island** (83.7%), **Thompson-Okanagan-Kootenays** (80.0%) and **Cariboo-North** (72.3%). Roughly, 8% to 12% of the immediate-entry students from each of these regions chose the Mainland/Southwest as their post-secondary destination.
- In terms of the regional inflows and outflows of high school graduates, the STP data shows that roughly 700 graduates of 2018/2019 from outside the Mainland/Southwest region enrolled in post-secondary institutions within the Mainland/Southwest in 2019/2020. By comparison, roughly double or 1500 students went in the opposite direction, from Mainland/Southwest high schools to post-secondary institutions outside of the Lower Mainland, including approximately 900 to Vancouver Island institutions, 600 to the Thompson-Okanagan-Kootenays and 30 to Cariboo-North.

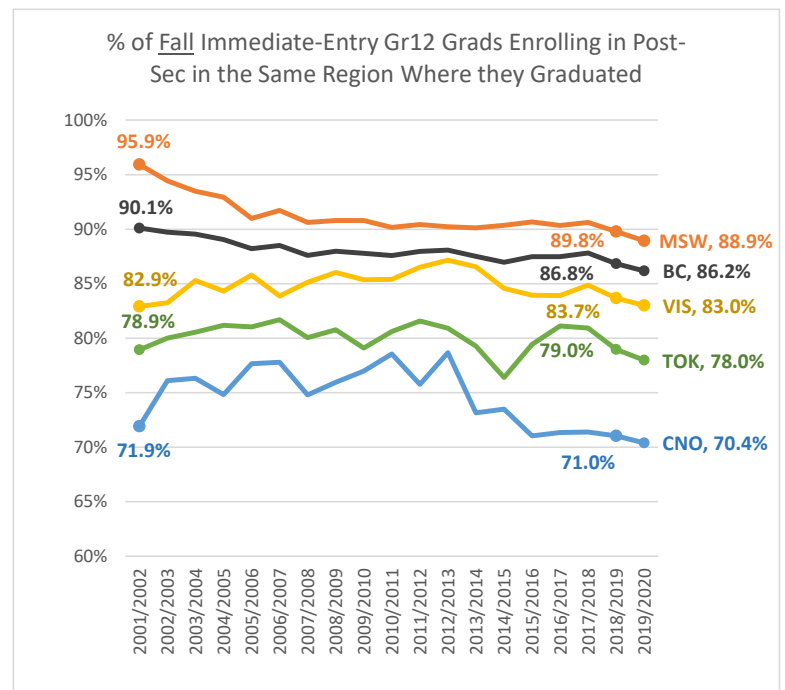
◆ What are the trends in regional mobility of B.C. high school graduates, from graduation region to Fall enrollment region?

The regional destination trends of immediate-entry students in the Fall term are shown in **Figure 22**, including students from the most recent 2019/2020 graduation cohort. Again, this analysis focuses on the four large regions of B.C., rather than the more localized and smaller fifteen college regions in the province. See **Figure 23 on pages 41-43** in this report for more detailed information by school district and college region.

- When comparing the 2019/2020 graduates to the cohort from one year earlier, it is evident that the proportion of immediate-entry students who remained in their home region for post-secondary education declined by roughly one percentage point in each region.
- Due to public health restrictions during the COVID-19 pandemic, it is surprising that we do not see an increase in the proportion of 2019/2020 graduates choosing to enrol in post-secondary institutions within their home region. Given that post-secondary education in B.C. was delivered primarily online in the Fall of 2020, students may have discovered more B.C. public post-secondary destinations than otherwise available via traditional on-campus delivery modes.
- Consistently, over the last nineteen Fall terms, the immediate-entry students who graduated in the **Mainland/Southwest** region of B.C. were much more likely to remain in their graduation region for post-secondary education, compared to graduates from any other region of B.C.

FIGURE 22: % OF FALL IMMEDIATE-ENTRY STUDENTS ENROLLING IN THEIR HOME REGION

- Grade 12 graduates from the **Cariboo-North** region are least likely to remain in their region, among those immediate-entry students who enrolled in a Fall term in the B.C. public post-secondary system.
- While these relative trends between regions remain consistent, it is evident that students from the Mainland/Southwest region have become increasingly more likely to enroll in post-secondary education outside of their region, increasing from 4% to 11% enrolling outside of the region, over the last nineteen years. This may be due to the numerous Bachelor degree opportunities now available in virtually any institution⁹ in B.C.



⁹ B.C. now offers opportunities to complete a Bachelor's degree in 24 of its 25 public post-secondary institutions. Coast Mountain College does not award Bachelor's degrees, although it does offer numerous opportunities for students to begin their Bachelor's degree before transferring to another institution to complete their Bachelor's degree.

✓ How do immediate-entry transition rates vary by region, school type and school district in B.C.?

Figure 23 provides immediate-entry transition rates by region of graduation, school type (public or independent) and school district. The right-most column indicates the proportion of 2018/2019 immediate entry students from each school district who enrolled in an institution within the same region as their high school.

FIGURE 23: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT: GRADE 12 GRADUATES OF 2013/2014 TO 2018/2019

Region of Grade 12 Graduation				Immed-Entry Trans. Rate by Gr12 Grad Year						5-Yr Change~			# Grads in	% of Immed
College Region of Gr12 Graduation	School Type	School District		2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Trans % Trend	Trans %	# Trans.	# Grads	2018/2019	Entry to PSI Within Region
Camosun	BC Public	061 Greater Victoria		52%	48%	46%	49%	47%		-5%	-34	+89	1,528	84%
		062 Sooke		44%	48%	39%	37%	38%		+12%	+34	+168	725	89%
		063 Saanich		47%	48%	48%	47%	49%		+4%	+12	-5	615	85%
		064 Gulf Islands^		34%	42%	36%	29%	26%		-45%	-14	-14	117	65%
	All BC Public Schools in Region			48%	48%	45%	45%	44%		-1%	-16	+233	3,032	85%
	All BC Independent Schools in Region			41%	46%	37%	44%	39%		-5%	-11	+2	518	73%
	All BC Public & Independent Schools in Region			47%	48%	44%	45%	43%		-2%	-27	+235	3,550	84%
Capilano	BC Public	044 North Vancouver		55%	54%	56%	52%	56%		-1%	-9	-34	1,142	81%
		045 West Vancouver		45%	42%	43%	41%	50%		+14%	+52	+32	745	75%
		046 Sunshine Coast		34%	43%	34%	36%	32%		-21%	-13	-28	194	33%
		048 Sea to Sky		40%	37%	43%	39%	32%		-20%	-20	+13	307	63%
		064 Gulf Islands^		25%	40%	43%		40%		+50%	+1	+1	5	100%
	All BC Public Schools in Region			49%	47%	48%	46%	49%		+1%	+12	-14	2,397	75%
	All BC Independent Schools in Region			34%	38%	31%	32%	35%		+23%	+52	+135	640	81%
	All BC Public & Independent Schools in Region			46%	46%	45%	43%	46%		+5%	+64	+121	3,037	76%
Coast Mountain	BC Public	050 Haida Gwaii		59%	54%	70%	58%	58%		+6%	+1	+2	31	17%
		052 Prince Rupert		54%	49%	53%	50%	52%		-14%	-8	-11	112	62%
		054 Bulkley Valley		38%	42%	29%	27%	34%		-59%	-26	-53	129	50%
		082 Coast Mountains		52%	46%	52%	49%	51%		-13%	-17	-29	261	59%
		092 Nisga'a		50%	38%	100%	79%	45%		+60%	+3	+7	11	20%
	All BC Public Schools in Region			49%	46%	48%	45%	47%		-18%	-47	-84	544	54%
	All BC Independent Schools in Region			33%	35%	32%	25%	31%		+35%	+6	+21	54	59%
	All BC Public & Independent Schools in Region			48%	45%	47%	43%	46%		-15%	-41	-63	598	55%
Douglas	BC Public	040 New Westminster		60%	56%	56%	52%	56%		-9%	-23	-10	475	88%
		041 Burnaby		64%	66%	64%	61%	61%		-2%	-24	+77	1,978	96%
		042 Maple Ridge-Pitt Meadows		46%	41%	43%	46%	46%		-3%	-15	-49	990	90%
		043 Coquitlam		56%	56%	56%	55%	56%		+7%	+105	+173	2,675	93%
	All BC Public Schools in Region			57%	57%	56%	56%	56%		+1%	+36	+191	6,146	93%
	All BC Independent Schools in Region			65%	65%	61%	60%	60%		+9%	+27	+81	490	91%
	All BC Public & Independent Schools in Region			58%	57%	56%	56%	56%		+2%	+63	+272	6,636	93%
Fraser Valley	BC Public	033 Chilliwack		41%	38%	39%	46%	43%		+12%	+45	+60	857	84%
		034 Abbotsford		51%	54%	49%	52%	55%		+5%	+35	-28	1,369	90%
		075 Mission		46%	39%	44%	46%	49%		+1%	+1	-20	341	79%
		078 Fraser-Cascade		39%	51%	42%	50%	37%		-7%	-2		76	93%
	All BC Public Schools in Region			47%	47%	45%	50%	50%		+6%	+79	+12	2,643	87%
	All BC Independent Schools in Region			42%	46%	45%	44%	43%		+2%	+4	-5	428	88%
	All BC Public & Independent Schools in Region			46%	47%	45%	49%	49%		+6%	+83	+7	3,071	87%
Kwantlen	BC Public	035 Langley		44%	43%	46%	45%	44%		+18%	+129	+294	1,634	88%
		036 Surrey		62%	62%	62%	61%	61%		-2%	-56	-42	5,092	94%
		037 Delta		58%	60%	59%	60%	57%		+4%	+35	+81	1,389	87%
		038 Richmond		71%	71%	68%	68%	68%		-6%	-71	-37	1,733	94%
	All BC Public Schools in Region			60%	61%	60%	59%	59%		+1%	+45	+335	9,926	92%
	All BC Independent Schools in Region			52%	57%	61%	55%	53%		+23%	+135	+248	1,102	92%
	All BC Public & Independent Schools in Region			60%	60%	60%	59%	58%		+3%	+180	+583	11,028	92%
New Caledonia	BC Public	028 Quesnel		47%	43%	48%	43%	41%		-54%	-41	-64	184	75%
		057 Prince George		47%	50%	48%	47%	47%		-8%	-28	-68	751	89%
		091 Nechako Lakes		42%	44%	38%	41%	38%		-25%	-25	-40	266	52%
	All BC Public Schools in Region			46%	47%	45%	45%	45%		-17%	-93	-167	1,221	80%
	All BC Independent Schools in Region			40%	37%	48%	38%	45%		-20%	-4	-16	44	85%
	All BC Public & Independent Schools in Region			46%	47%	46%	45%	45%		-17%	-97	-183	1,265	80%

Figure 23 continues on the next page.

FIGURE 23, CONT.: IMMEDIATE-ENTRY STUDENT TRANSITION RATES BY REGION OF GRADUATION, SCHOOL TYPE AND SCHOOL DISTRICT: GRADE 12 GRADUATES OF 2013/2014 TO 2018/2019

Region of Grade 12 Graduation				Immed-Entry Trans. Rate by Gr12 Grad Year						5-Yr Change~			# Grads in	% of Immed	
College Region of Gr12 Graduation	School Type	School District		2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Trans % Trend	Trans %	# Trans.	# Grads	2018/2019	Entry to PSI in Region	
North Island	BC Public	049 Central Coast		83%	50%	50%	71%	64%		-43%	-3	-1	11	14%	
		070 Pacific Rim		46%	53%	51%	48%	45%		-33%	-29	-59	196	94%	
		071 Comox Valley		48%	47%	45%	42%	42%		-7%	-15	+30	543	84%	
		072 Campbell River		42%	44%	44%	46%	52%		+12%	+20	-26	325	85%	
		084 Vancouver Island West		53%	50%	55%	60%	54%		-43%	-3	-6	13	100%	
		085 Vancouver Island North		41%	37%	43%	49%	49%		+37%	+14	+19	77	76%	
	All BC Public Schools in Region			46%	47%	46%	45%	47%		-2%	-10	-43	1,191	84%	
	All BC Independent Schools in Region			31%	38%	35%	30%	35%		+47%	+7	+17	43	73%	
	All BC Public & Independent Schools in Region			46%	47%	46%	45%	46%		-1%	-3	-26	1,234	84%	
	Northern Lights	BC Public	059 Peace River South		38%	34%	27%	29%	35%		-33%	-24	-46	208	76%
060 Peace River North				33%	29%	30%	33%	31%		-4%	-4	+3	340	69%	
081 Fort Nelson				60%	33%	28%	43%	33%		-138%	-18	-12	40	77%	
087 Stikine				25%	67%	63%	71%				-2	-5	3	40%	
All BC Public Schools in Region			37%	31%	29%	33%	32%		-25%	-48	-60	591	72%		
All BC Independent Schools in Region			43%	29%	32%	22%	23%		-300%	-9	-15	13	67%		
All BC Public & Independent Schools in Region			37%	31%	29%	32%	32%		-29%	-57	-75	604	72%		
Okanagan	BC Public	019 Revelstoke		32%	54%	29%	44%	37%		+12%	+3		71	58%	
		022 Vernon		43%	48%	46%	45%	43%		+1%	+2	-1	588	82%	
		023 Central Okanagan		48%	49%	49%	51%	48%		-4%	-29	-64	1,669	83%	
		053 Okanagan Similkameen		53%	46%	47%	54%	47%		-24%	-17	-15	153	86%	
		058 Nicola-Similkameen ^		18%	35%	38%	35%	23%		+14%	+1	-2	31	71%	
		067 Okanagan Skaha		45%	45%	51%	48%	47%		+8%	+18	+23	496	64%	
		083 North Okanagan-Shuswap		44%	39%	42%	47%	42%		-11%	-18	-19	399	85%	
	All BC Public Schools in Region			46%	47%	47%	49%	46%		-3%	-41	-75	3,427	80%	
	All BC Independent Schools in Region			47%	45%	54%	43%	43%		-7%	-9	+7	313	73%	
	All BC Public & Independent Schools in Region			46%	47%	48%	49%	46%		-3%	-50	-68	3,740	79%	
Rockies	BC Public	005 Southeast Kootenay		42%	30%	38%	37%	40%		-6%	-9	+4	379	92%	
		006 Rocky Mountain		30%	30%	30%	28%	26%		-60%	-26	-60	168	74%	
		008 Kootenay Lake ^		36%	33%	48%	32%	22%		-29%	-6	+20	94	76%	
	All BC Public Schools in Region			38%	30%	37%	33%	33%		-19%	-41	-36	641	87%	
	All BC Independent Schools in Region			38%	42%	25%	36%	13%		-150%	-3	+3	16	50%	
All BC Public & Independent Schools in Region			38%	43%	36%	36%	38%		-3%	-8	-33	657	87%		
Selkirk	BC Public	008 Kootenay Lake ^		51%	48%	51%	47%	46%		-27%	-26	-31	212	76%	
		010 Arrow Lakes		67%	45%	45%	45%	43%		-8%	-1	+9	30	85%	
		020 Kootenay-Columbia		58%	58%	57%	52%	54%		-8%	-12	-6	268	86%	
		051 Boundary		44%	44%	45%	47%	38%		+11%	+4	+22	99	53%	
	All BC Public Schools in Region			54%	51%	52%	49%	48%		-12%	-35	-6	609	78%	
	All BC Independent Schools in Region			100%	50%		38%	100%		-200%	-2	-2	1		
All BC Public & Independent Schools in Region			54%	51%	52%	48%	49%		-13%	-37	-8	610	78%		
Thompson Rivers	BC Public	027 Cariboo-Chilcotin		38%	40%	37%	42%	38%		+3%	+3	+14	287	57%	
		058 Nicola-Similkameen ^		43%	36%	41%	58%	50%		+16%	+8	+1	102	82%	
		073 Kamloops/Thompson		47%	47%	45%	49%	46%		-9%	-42	-60	972	87%	
		074 Gold Trail		41%	40%	49%	52%	31%		-94%	-17	-27	59	56%	
	All BC Public Schools in Region			45%	44%	44%	49%	44%		-8%	-48	-72	1,420	80%	
	All BC Independent Schools in Region			39%	42%	42%	36%	37%		+14%	+7	+26	138	76%	
All BC Public & Independent Schools in Region			44%	44%	43%	48%	43%		-6%	-41	-46	1,558	80%		
Vancouver/Langara	BC Public	039 Vancouver		67%	66%	62%	61%	65%		-15%	-352	-392	3,755	92%	
		All BC Public Schools in Region			63%	63%	62%	61%	60%		-16%	-372	-349	3,862	92%
		All BC Independent Schools in Region			48%	48%	48%	45%	41%		+8%	+54	+360	1,623	87%
All BC Public & Independent Schools in Region			60%	60%	58%	56%	54%		-11%	-318	+11	5,485	91%		
Vancouver Island	BC Public	047 Powell River		52%	44%	43%	52%	49%		-32%	-21	-34	134	77%	
		068 Nanaimo-Ladysmith		51%	46%	50%	51%	50%		-4%	-18	-23	842	88%	
		069 Qualicum		45%	43%	39%	38%	49%		+9%	+12	-3	282	83%	
		079 Cowichan Valley		49%	48%	47%	52%	45%		-18%	-38	-43	471	88%	
	All BC Public Schools in Region			49%	46%	47%	50%	48%		-8%	-68	-101	1,755	86%	
All BC Independent Schools in Region			37%	35%	33%	38%	36%		-4%	-6	-2	412	64%		
All BC Public & Independent Schools in Region			47%	44%	44%	47%	46%		-7%	-74	-103	2,167	83%		
All BC Public Schools in All Regions			53%	53%	52%	53%	52%		-3%	-647	-236	+39,405	88%		
Conseil Scolaire Francophone*			60%	61%	56%	68%	48%		+8%	+13	+89	+356	85%		
All BC Independent Schools in All Regions			46%	48%	47%	45%	43%		+10%	+248	+860	+5,835	84%		
Grand Total, Province of B.C.				53%	52%	52%	52%	51%		-2%	-399	+624	+45,240	87%	

Figure 23 Footnotes: See next page.

Figure 23 Footnotes:

~ 5-Year Change is from grad year 2014/15 to 2018/19. These columns show Trans % (percent change in number of immediate-entry students); # Trans (+/- change in number of immediate-entry students); # Grads (+/- change in number of grade 12 graduates).

* Due to the small number of students in Conseil Scolaire Francophone (school district 093), the transition rates are not reported separately within each college region, but are included in college region subtotals and shown separately in the provincial total.

^ The following three school districts span two college regions. The schools in these districts are reported in their respective college regions:

008 - Kootenay Lake school district (in Rockies and Selkirk college regions);

058 - Nicola Similkameen (in Okanagan and Thompson Rivers college regions); and

064 - Gulf Islands school district (in Camosun and Capilano college regions).

✓ Do post-secondary institutions primarily attract grade 12 immediate-entry students from within the same region?

Another perspective on the mobility of immediate-entry grade 12 graduates is to look at the region of *origin* of the post-secondary immediate-entrants, rather than the *destination* region of high school graduates.

As shown in **Figure 24** on the following page, most of the B.C. public post-secondary institutions attracted the majority (86%) of their Fall 2020 immediate-entry B.C. students from within the same B.C. region. However, this varies by institution, with two of B.C.'s research-intensive universities attracting much smaller proportions of their Fall immediate-entry BC grade 12 graduates from within their own region (44% at UVic and 49% at UBCO), compared to other research universities, such as UNBC (82%), SFU (97%) and UBCV (91%). Again, this analysis focuses on the four provincial regions, rather than the fifteen smaller college regions.

Note that some of B.C.'s public post-secondary institutions have a provincial mandate, thus JIBC attracts students province-wide with a smaller proportion (75%) of their Fall grade 12 immediate-entry students from within the Mainland/Southwest region. By comparison, BCIT, also with a provincial mandate, admits 93% of their Fall 2019 B.C. immediate-entry students from within the Lower Mainland.

The STP is interested in the trends shown in **Figure 24B** to assess whether uncertainty and travel restrictions from COVID-19 attracted a larger share of post-secondary immediate-entrants from B.C. high schools within the local region. Compared to the Fall of 2019, several institutions experienced a larger than average increase in the share of immediate-entry students enrolling from within their region in 2020, including Coast Mountain College, JIBC, NVIT and Camosun College. Three institutions in the Thompson-Okanagan-Kootenays saw a significant drop in the share of immediate-entry students enrolling from within their own region, including: Selkirk College, Thompson Rivers University and UBC, Okanagan.

B.C. Public Post-Secondary Institutions by Region

B.C. public post-secondary institutions are located in urban and rural regions of the province. For the purpose of tracking the mobility of students around the province, the STP has assigned each of the post-secondary institutions to one of the following four geographic regions.

Cariboo-North Region (CNO) – College of New Caledonia, Northern Lights College, Coast Mountain College, University of Northern British Columbia.

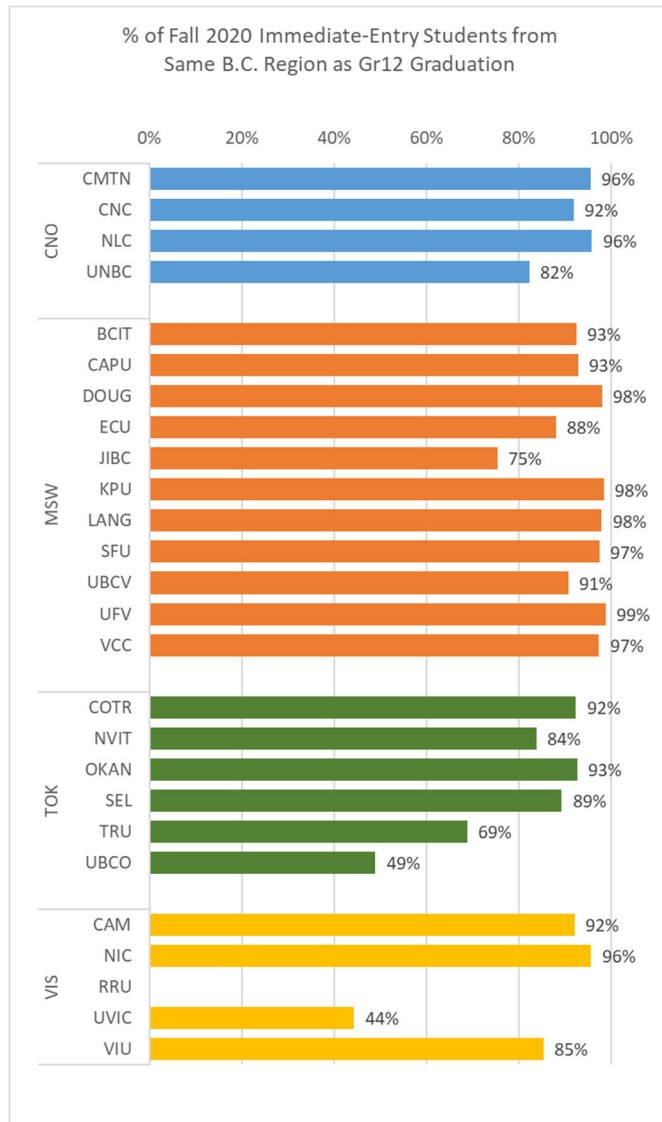
Mainland-Southwest Region (MSW) – British Columbia Institute of Technology, Capilano University, Douglas College, Emily Carr University of Art + Design, Justice Institute of B.C., Kwantlen Polytechnic University, Langara College, Simon Fraser University, University of British Columbia, University of the Fraser Valley, Vancouver Community College.

Thompson-Okanagan-Kootenay Region (TOK) – College of the Rockies, Nicola Valley Institute of Technology, Okanagan College, Thompson Rivers University, Selkirk College, University of British Columbia (Okanagan).

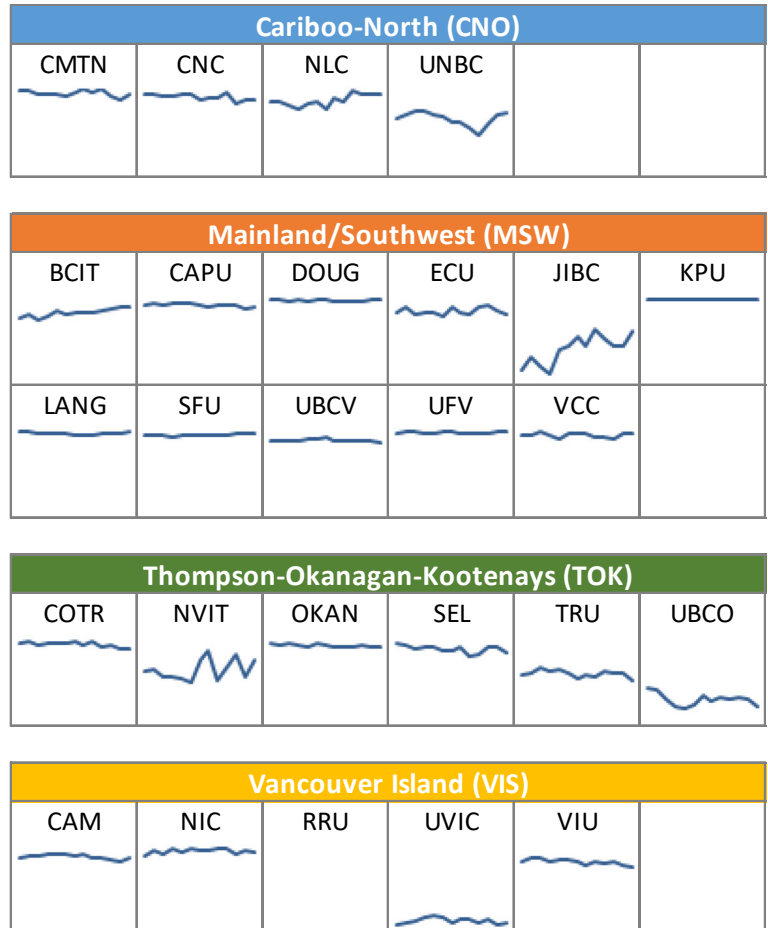
Vancouver Island Region (VIS) – Camosun College, North Island College, Royal Roads University, University of Victoria, Vancouver Island University.

FIGURE 24: PROPORTION OF B.C. GRADE 12 IMMEDIATE-ENTRANTS TO EACH POST-SECONDARY INSTITUTION WHO CAME FROM HIGH SCHOOLS WITHIN THE SAME REGION:

(A) FALL 2020



(B) TRENDS: FALL 2008 TO FALL 2020



Notes:

Vertical axis is 40% minimum to 100% maximum.

Horizontal axis is Fall 2008 to Fall 2020.

RRU does not typically enrol immediate-entry students.

Part 5: Student Retention

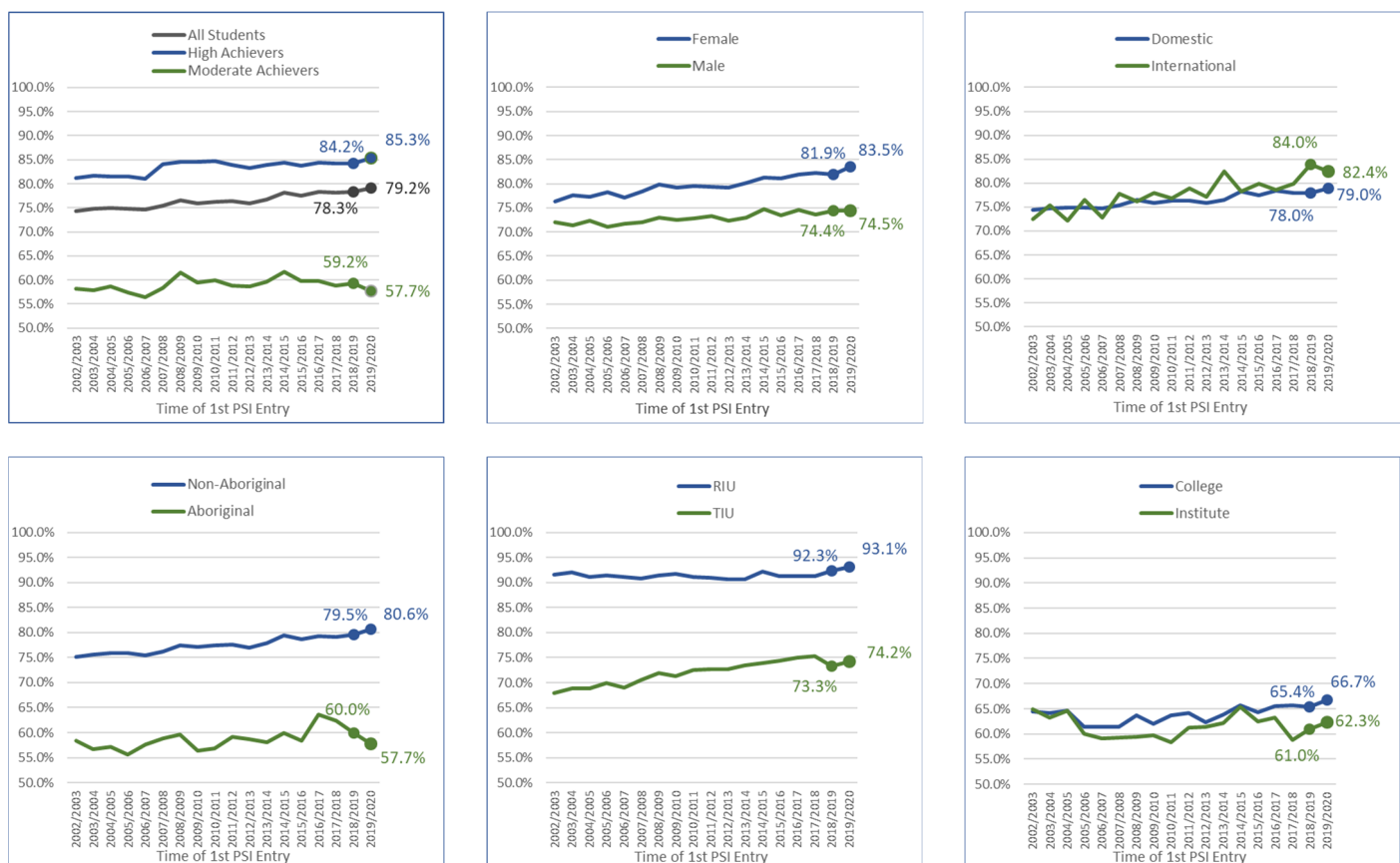
◆ What is the first-year retention rate of Fall immediate-entry students in the B.C. public post-secondary system?

The first-year retention rate of Fall immediate-entry students (79.2%) is the proportion grade 12 graduates who first enrolled in a B.C. public post-secondary institution in the Fall term and subsequently continued their education anywhere in the B.C. system in the next Fall term (see [Figure 25](#)). This “system” retention measure has a unique advantage over narrower retention measures typically derived within institutions because it is able to capture students who continue their education in *any* B.C. public post-secondary institution, by tracking encrypted Personal Education Numbers (PENs) between institutions over time.

The trend in first-year retention rates for selected student sub-populations are shown in [Figure 25](#). Some interesting patterns are evident, which may be reflecting the negative or unanticipated positive impact of COVID-19 on these student groups.

- Unrelated to COVID-19, selected student groups traditionally demonstrate higher retention rates than their counterparts, including high achievers, females, international students, non-Aboriginal students, and immediate-entrants to RIUs.
- The gap in the retention rates between selected student sub-populations grew wider for the 2019/2020 graduates, likely because the pandemic had a significant negative effect on student retention rates for these students, including moderate achievers, male students international students and Aboriginal students.
- Other student groups, including high achievers, females, domestic students and non-Aboriginal students, experienced improvements in retention rates, possibly due to unknown advantages to these groups during the pandemic.

FIGURE 25: TRENDS IN FIRST-YEAR POST-SECONDARY RETENTION RATES IN THE B.C. PUBLIC POST-SECONDARY SYSTEM



Part 6:

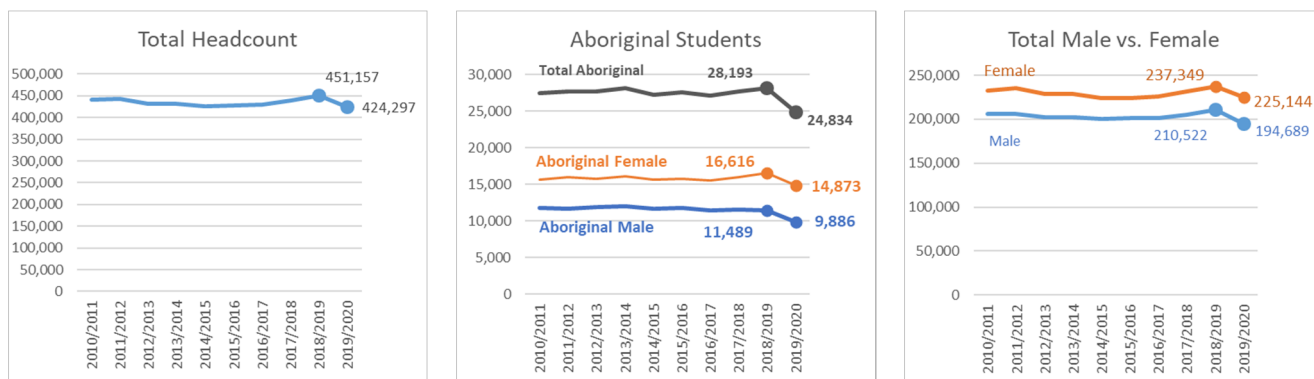
Post-Secondary Enrollment Trends

◆ What are the trends in post-secondary enrollment in the B.C. public post-secondary system?

Total headcount post-secondary enrollment in the B.C. public post-secondary system in 2019/2020 is currently 424,297, down 6.1% over the previous year when enrollments were 451,157. This enrollment drop, likely attributed to the effects of COVID-19, was more significant for some student sub-populations than others. Aboriginal student enrollment (-11.9%) declined by more than double the enrollment decline shown by non-Aboriginal students (-5.6%).

- The enrollment drop for male Aboriginal students (-14.0%) was larger than it was for female Aboriginal students (-10.5%). Female Aboriginal students currently represent 60% of all registered post-secondary Aboriginal students.
- Females continue to represent more than half (53%) of all students in the B.C. public post-secondary system. The enrollment drop by male students (-7.5%) was greater than it was for female students (-5.1%).
- During the initial period of the pandemic, students who would normally enrol exclusively for continuing education or summer programming did not enrol this year, thus affecting total enrollments for the academic year.
- Other post-secondary enrollment trends are also provided on [pages 49 to 53](#) in this section of the report.

FIGURE 26: POST-SECONDARY ENROLLMENT TRENDS BY SELECTED DEMOGRAPHIC GROUPS



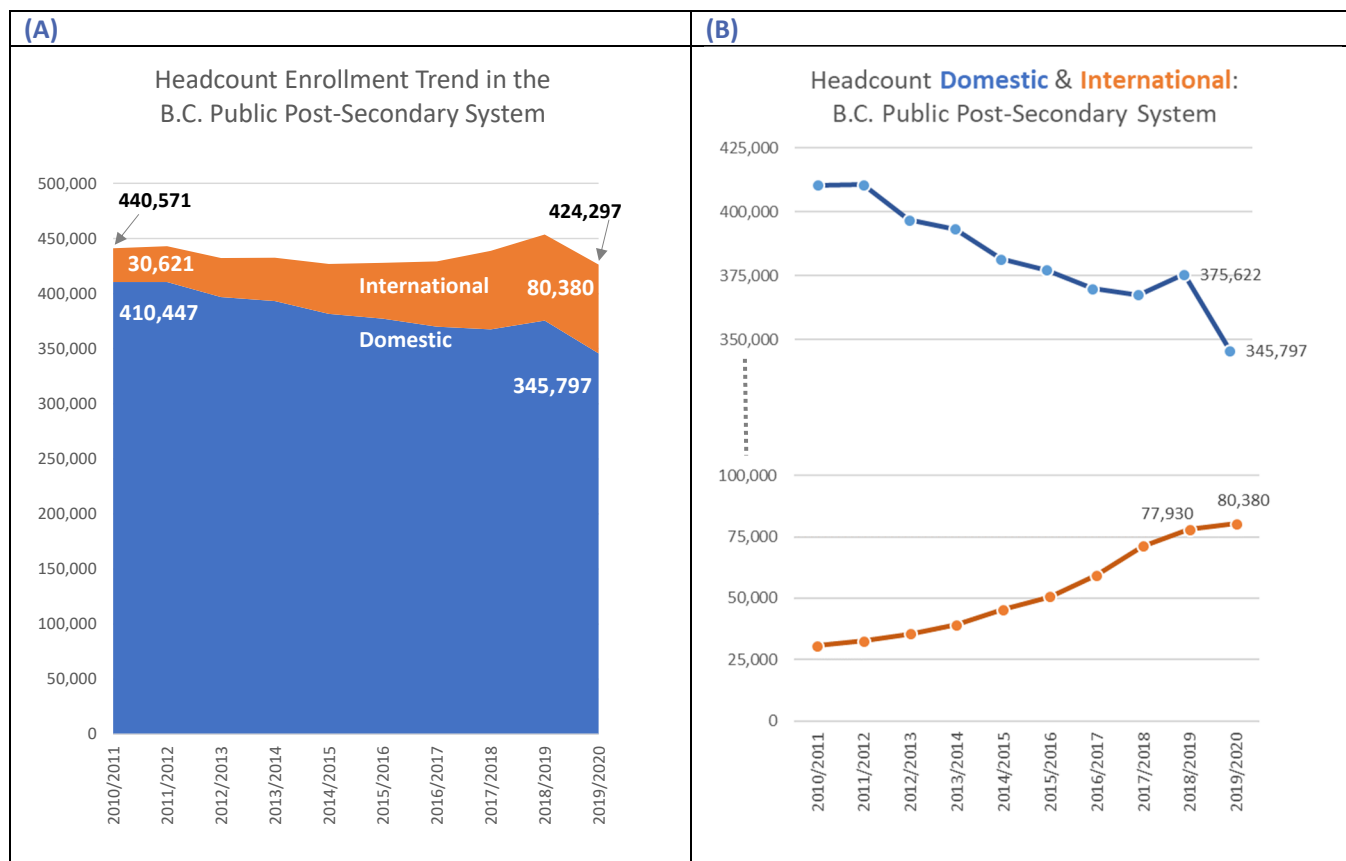
◆ What are the trends in post-secondary domestic and international enrollment in the B.C. public post-secondary system?

Similar to the ongoing growth in non-resident students attending the B.C. K-12 education system, B.C. has seen steady growth in post-secondary international student enrollment over the last several years. Post-secondary institutions in B.C. expected that COVID-19 would have a significant impact on their ability to maintain international enrollments, and the STP's post-secondary enrollment data helps to identify where these international enrollments were most affected. The STP will continue to monitor and update international enrollment trends as the world returns to normal after the COVID-19 pandemic.

Figure 27 provides multiple perspectives on ten-year headcount enrollment trends in B.C. public post-secondary institutions:

- Total headcount enrollment in B.C. public post-secondary institutions was 424,297 in 2019/2020, representing a 6.1% decline over the previous year (451,157 in 2018/2019). See [Figure 27A](#).
- Over the last decade, while total headcount enrollment dropped by 3.7% from 440,571, international enrollments have more than doubled, while domestic enrollment has declined by 15.8%. This has allowed international students to increase from 7.0% of total headcount enrollment to 18.9% over the last ten years. See [Figure 27A](#).
- Domestic headcount enrollment appears to be more affected by the pandemic, dropping by 7.9% in 2019/2020, while international enrollment growth slowed, increasing by 3.1%. See [Figure 27B](#).

FIGURE 27: PERSPECTIVES ON POST-SECONDARY ENROLLMENT GROWTH: DOMESTIC AND INTERNATIONAL



◆ What are the trends in domestic and international students, by new versus continuing status?

Headcount enrollment trends for domestic and international students, by new versus continuing status, are provided in [Figure 28](#). It is important to track new and continuing students, since a decline in new students generally provides a leading indicator of a decline in continuing students.

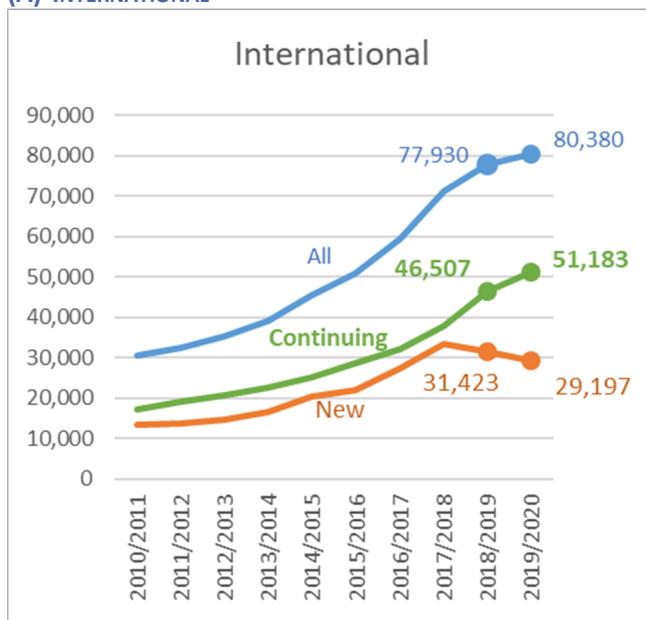
International Students: The 3.1% growth in total international students in 2019/2020 is primarily due to the continued and steady growth in *continuing* international students because *new* international students have been declining in the last few years, with a recent drop of 7.1% in 2019/2020. See [Figure 28A](#).

Domestic Students: Over the last decade, total domestic enrollments have been slowly declining, with a significant drop of 7.9% in the 2019/2020 academic year. This enrollment decline was largely driven by the 15.0% drop in new domestic students. See [Figure 28B](#).

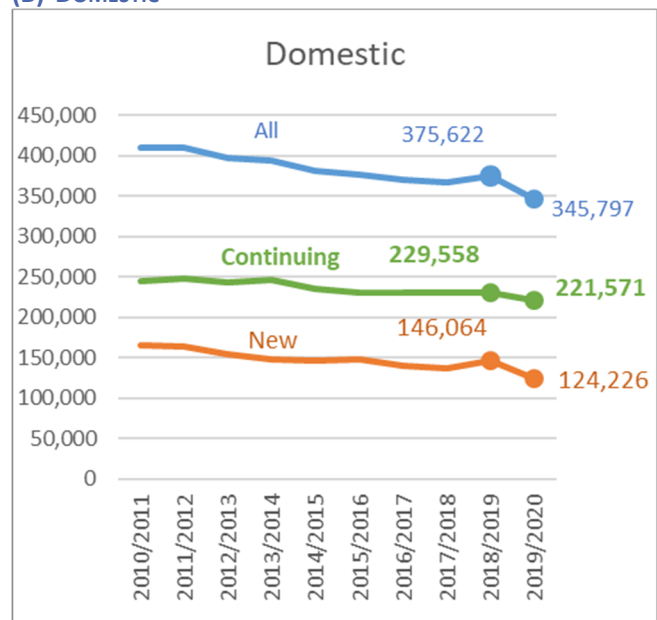
Shares of Continuing versus New Students: With the increasing number of international students in B.C., the ratio of continuing (46%) versus new (44%) international students has shifted over the last decade to 64% continuing and 36% new students, now identical to the domestic ratio of continuing and new students. When domestic enrollments were more stable ten years ago, the ratio of continuing to new students was 60:40. The ideal ratio in each institution will vary, depending on program length and student retention rates. As the proportion of new students in the B.C. public post-secondary system declines, a greater share of continuing students will be required to maintain enrollment levels, either through student retention strategies, recruiting existing students to ladder into other credential programs within the institution, or other strategic enrollment management approaches.

FIGURE 28: DOMESTIC AND INTERNATIONAL HEADCOUNT ENROLLMENT TRENDS:

(A) INTERNATIONAL



(B) DOMESTIC

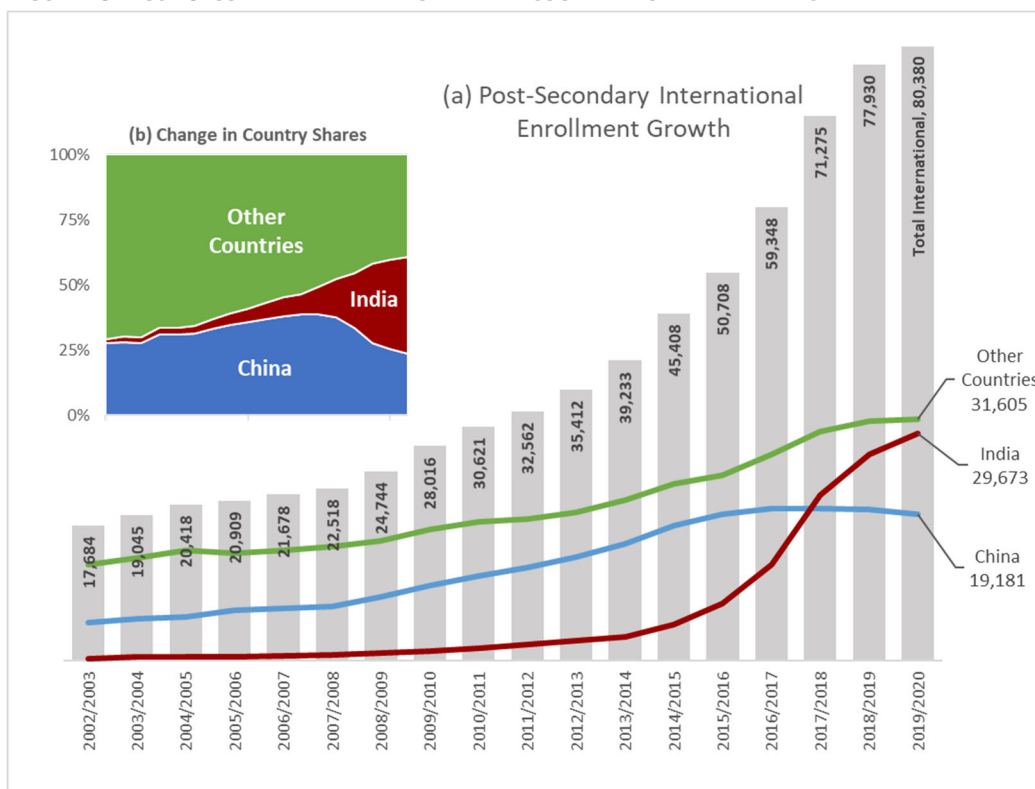


◆ What are the trends in international students, by country of origin?

Up until 2015/2016, most of the international enrollment growth in B.C. was driven by a significant proportion (30% to 40%) of international students coming from China. Over this same time period, India represented fewer than 10% of all post-secondary international enrollments, but explosive growth of international students from India began in 2014/2015, rapidly overtaking China in 2017/2018 to become the top source country of international students in B.C. Despite the COVID-19 pandemic, India continued its strong enrollment growth in B.C. in 2019/2020, with a 10.3% headcount increase over the previous year, while students from China declined by 3.1% in the same time period. See [Figure 29A and 29B](#).

B.C. public post-secondary institutions registered a total of 80,380 international students in 2019/2020 from 187 different countries, with 80% of all international students coming from the top 10 countries, including 37% from India and 24% from China. See [Figure 29C](#).

FIGURE 29: POST-SECONDARY INTERNATIONAL HEADCOUNT ENROLLMENT TRENDS



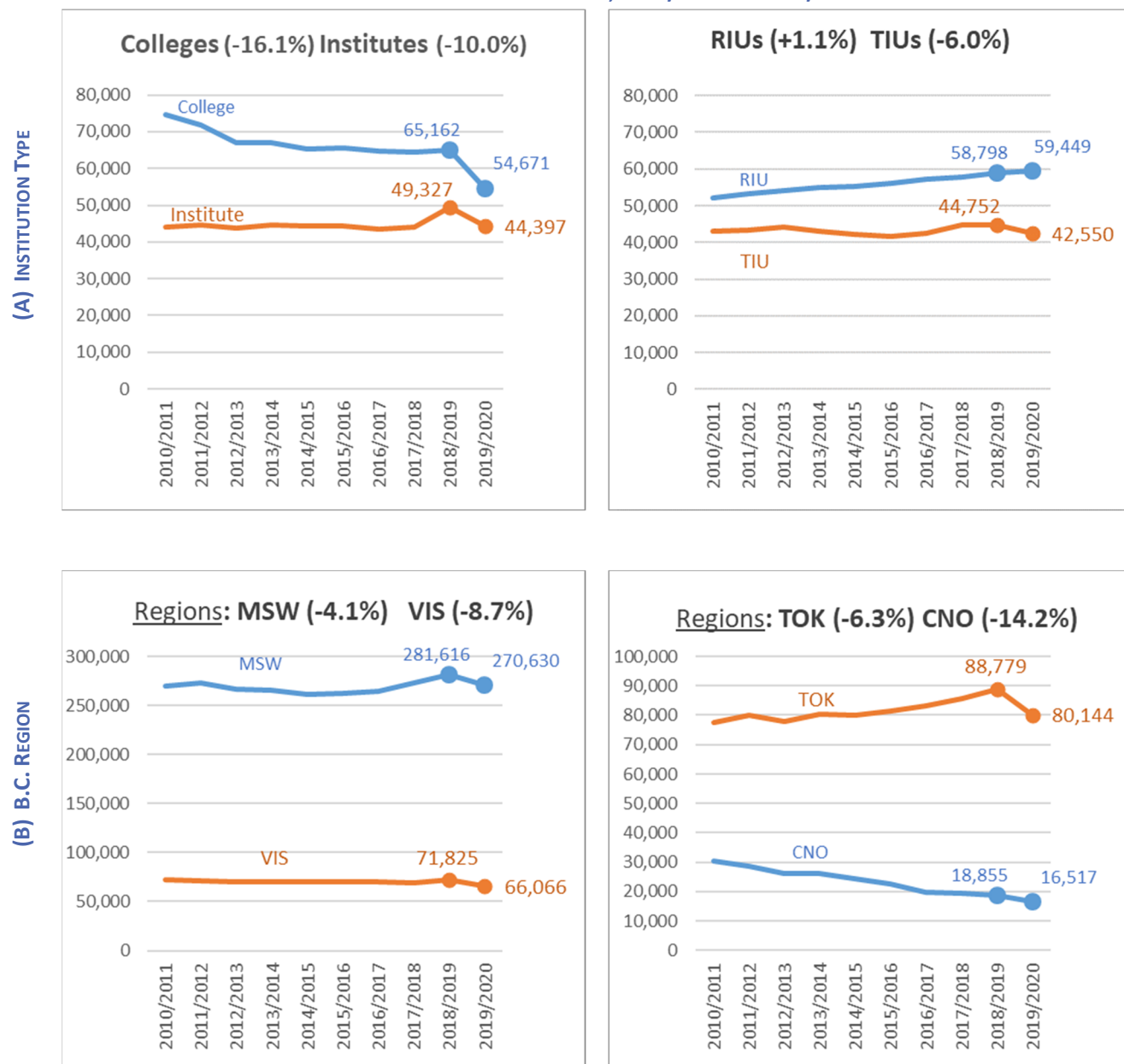
**(C) INTERNATIONAL STUDENTS:
TOP 10 COUNTRY SOURCES
2019/2020**

Country	Headcount	%
India	29,673	37%
China	19,181	24%
Vietnam	2,938	4%
United States	2,810	3%
Korea, South	2,516	3%
Brazil	1,856	2%
Iran	1,847	2%
Japan	1,789	2%
Mexico	1,110	1%
Bangladesh	900	1%
Top 10	64,616	80%
Other Countries	15,764	20%
Grad Total	80,380	100%

◆ What are the trends in post-secondary headcount enrollments, by B.C. region and institution type?

With the exception of RIUs showing a 1.1% enrollment increase, the **total** headcount enrollment in each of the institution types in B.C. declined in the last year, including -6.0% in TIUs, -10.0% in Institutes and -16.1% in Colleges (see [Figure 30A](#)). Each of the four major regions of the province experienced enrollment declines, including -4.1% in the Mainland/Southwest, -6.3% in the Thompson-Okanagan-Kootenays, -8.7% in Vancouver Island institutions and -14.2% in the Cariboo-North region (see [Figure 30B](#)). Although not shown in the charts, **international** headcount enrollment increased in all institution types and all regions, with the exception of Vancouver Island institutions (-4.0%) and B.C. Colleges (-1.7%).

FIGURE 30: TOTAL POST-SECONDARY HEADCOUNT ENROLLMENT TRENDS, 2010/2011 TO 2019/2020



Conclusion

This report summarized the student transitions of B.C.'s high school graduates entering B.C. public post-secondary institutions, including some of the factors that influence student transition rates and may be contributing to declining transition rates. In addition, regional transitions, student retention rates and post-secondary enrollment trends were highlighted. This report has highlighted the ongoing success of B.C.'s high school graduates in B.C. public post-secondary education and highlights some of the enrollment challenges that post-secondary institutions are facing as institutions and students adapt and recover from the COVID-19 pandemic.

Need More Information?

Additional information in various formats is available to post-secondary institutions seeking more detailed information on international students studying in B.C.

STP Highlights newsletters and reports are available on the public Student Transitions Project [web site](#) at:

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

